

Thanks to Laoniu Brother & Sister Foundation for
its Funding and Support for this Report

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Abstract

Childhood education has always been an important issue concerned and actively promoted by nonprofit organizations at home and abroad. As the third sector, nonprofit organizations can both directly provide front-line services related to childhood education, including scholarships, school infrastructure construction assistance, volunteer teaching and teacher training, and promote both the improvement of government policies and the increasing investment of commercial capital in childhood education through research and advocacy activities, thus leading and driving resources to the field of childhood education. Located in the upper reaches of the ecological value chain of philanthropy, the foundations with abundant resources, can work with other subjects that pay great attention to childhood education (including social organizations, public institutions, government departments, enterprises etc.), and plays an important role in promoting education fairness and innovation.

In order to help improve foundations' expertise and impact in the field of childhood education, this report provides a comprehensive analysis of foundations' profiles of programs for childhood education, including programs operated and funded by foundations, this report also analyze foundations' impact on childhood education and the future development trends It's estimated that a total of 2131 foundations have carried out (including operating and grantmaking) 6756 philanthropic programs related to the education of children aged 0-14, accounting for 33.4% of the number of foundations and 27.3% of the number of programs in that year respectively. Among all the programs, nearly 60% of the programs for childhood education take the form of directly financing beneficiaries, including granting scholarships to students and fellowships to teachers, providing nutritional meals for students, and the donation of various materials etc.

According to statistics, among the 6756 philanthropic programs for childhood education, grantmaking programs accounts for only 2.2% of the total, which indicates that the childhood educational programs carried out by foundations are still led by operating ones. The name of this report is finally set to "Step Back for Advancing - Exploration and Practices of Chinese Foundations in Childhood Education", advocating that more operating foundations with mature conditions should gradually withdraw from the mode of direct operation of programs, transform to grantmaking foundations, and cooperate with other organizations through effective grantmaking, so as to deliver better results.

This report is mainly divided into two parts. The first part is the main part of the report and is divided into five chapters. The first chapter gives a brief introduction to the research background, problems and methods of this report. The second chapter briefly analyzes the current situation of the development of childhood education at home and abroad, as well as the relevant legal and policy environment, and introduces the opportunities for non-profit organizations to carry out work in the field of childhood education. The third chapter attempts to introduce and analyze the eight major participants in the programs for childhood education from a more comprehensive perspective, paving the way for the analysis of the latter. The fourth chapter is based on charts and data and introduces the participation of the foundations in the field of childhood education from the perspectives of operating and grantmaking programs, responding to the question of “who is doing this, what to do and how to do it”. Based on Chapter Four, the fifth chapter summarizes the role of foundations in the field of childhood education, and the direction that funders can pay attention to in the future. The second part is a case book of programs for childhood education. A total of 12 innovative cases have been selected, including programs carried out by foundation, those funded by foundations, and those operated by enterprises, hoping to provide more diverse and valuable experience reference for foundations and other organizations working in the field of childhood education.

Due to time and ability limitations, mistakes are inevitable. If you have any comments or suggestions on this report, please feel free to contact the project team at prc@cgpi.org.cn.

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Part 1

Report

Chapter 1 Introduction to the Research

1. Research Background

The education that children receive during their growth has a crucial impact on their lifelong development. From the United Nations Millennium Development Goals (MDGs) which proposes to make primary education universal, to Sustainable Development Goals (SDGs) which furthermore advocates quality education that is inclusive and equitable, childhood education has always been one of the important topics of concern to the international community. In China, childhood education has made significant progress since the reform and opening-up with a sharply rising enrollment rate and a narrowed gap between urban and rural areas, and more children have access to education and education is gradually moving towards equity. On the arrival of the Internet era, the emergence of new educational concepts and innovative models, and tools and thinking has bred more possibilities for education. However, compared with developed countries, there are still many problems worthy of social attention and remain to be solved currently in China's childhood education.

Against this background, the non-profit organization as the third sector has played a unique role in promoting the development of education, which can either directly provide first-line services related to childhood education, or promote both the improvement of government policies and the increasing investment of commercial capital in childhood education through research and advocacy activities, thus leading and driving resources to the field of childhood education. Located in the upper reaches of the ecological value chain of philanthropy, the foundations with abundant resources, can work with other subjects that pay great attention to childhood education (including social organizations, public institutions, government departments, enterprises, etc.), and plays an important role in promoting education equity and innovation.

In order to provide a comprehensive and systematic understanding of how foundations respond to and participate in issues on childhood education, this report is fortunate to receive funding from the Laoniui Brother & Sister Foundation, and provides a comprehensive analysis of foundations' profiles of programs for childhood education, including programs operated and funded by foundations, and it also provides foundations with recommendations for actions on effective grantmaking in the field of childhood education.

2. Research Problem, Subject and Method

The report hopes to answer the following four questions:

- What kind of organizations are supporting childhood education through philanthropy?
- Among all the above-mentioned organizations, how do foundations function as resource provider in the ecological chain of philanthropy?
- How could foundations provide better service in childhood education through effective grantmaking?
- In the future, which areas need more inputs from foundations?

In various types of non-profit organizations, this report chooses foundations as the key subject for analysis because they cannot only operate programs independently, but also support other organizations to carry out activities through grantmaking, which can reflect both activity implementation and resource input of the nonprofit organizations in the field of childhood education from the perspectives of program operation and grantmaking. In addition, when granting other organizations, foundations will be associated with different subjects involved in childhood education, and join the action network of philanthropy in childhood education, showing their unique role and status.

In terms of research methods, this report will select program data released by China Foundation Center in 2017 as an object for quantitative research, and then conduct qualitative research such as case studies and expert interviews.

3. Definition of Childhood Education

The childhood education in this report mainly refers to **the education received by children in mainland China at the age of 0-14 and composes of early childhood development, preschool education and nine-year compulsory education**, including the education provided by schools, families and society. The subjects of education include ordinary and disabled children. Non-compulsory education stages such as high school and college education, vocational education, and adult education are outside the research scope of this report.

Table 1 Content of Childhood Education in the Report¹

>14	Non-compulsory Education			
12-14	Compulsory Education (Junior High School)	Special Education	Community Education	Family Education
6-11	Compulsory Education (Primary School)			
3-5	Preschool Education (Kindergarten)			
0-2	Early Childhood Development			
Age	School	Society		Family

¹ In order to facilitate data statistics, the age groups mentioned here are divided according to the entrance age and each is exclusive. Besides, the division here is slightly different from that in the policy document mentioned in the Part 2, namely two groups 0-3 years old and 3-6 years old. For better understanding, both 0-2 years old and 0-3 years old in this report refer to the stage of early childhood development, and both 3-5 years old and 3-6 years old refer to the stage of preschool education.

Chapter 2 Development Status and Policy Environment of Childhood Education

Education is the top priority of the country's long-term development. Ensuring children's access to equitable and quality education can't be achieved without sound policy support and the work of governments at all levels. Before analyzing how non-profit organizations participate in the issues of childhood education, this section will first introduce childhood education under the international discourse system, its development status and related policies in China. And then it will sort out the progress China has made in childhood education and aspects that call for further participation of nonprofit organizations in the current social environment.

1. Childhood Education under the International Discourse System

(1) Convention on the Rights of the Child: Education is a Child's Right

The international community has long recognized that education is a fundamental right for children and has made a series of efforts to protect children's right to receive education. Articles 28 and 29 of the *Convention on the Rights of the Child*, adopted at the General Assembly of United Nations in 1989, clearly state that children have the right to accept education and that the education of the child shall be directed to the development of the child's personality, talents, and mental and physical abilities to their fullest potential and the development of respect for human rights and fundamental freedoms, cultures and values, nations and religions, equality of sexes, natural environment and so on. China signed the *Convention on the Rights of the Child* on August 29, 1990, becoming the 105th signatory country. On April 2, 1992, the convention officially entered into force for China².

The Convention on the Rights of the Child urges signatories to the Convention to protect local children's right to education. Within the UN system, organizations including UNICEF (United Nations International Children's Emergency Fund), UNIFEM (the United Nations Development Fund for Women), UNESCO (United Nations Educational, Scientific and Cultural Organization), and the World Bank, have

² "UNICEF congratulates China on the 20th Anniversary of its participation in the Convention on the Rights of the Child on 'great achievements'", published by the People Net, <http://politics.people.com.cn/n/2012/1120/c1001-19640913.html>, viewed on March 17, 2019.

taken action to address children's education issues thus to ensure that children have access to education and make efforts to provide better education.

(2) Dakar Framework for Action: Fulfilling Collective Commitments to Popularize Education for All

In April 2000, participants in the World Education Forum in Dakar, Senegal, signed the *Dakar Framework for Action*, and collectively committed to ensuring the realization and consolidation of the goals proposed by Education for All movement (EFA).

The Dakar Framework for Action has identified six goals: expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children; ensuring that by 2015 all children have access to primary education; ensuring that the learning needs of all young people are met through equitable access to appropriate learning and life-skills programs; achieving a 50 percent improvement in levels of adult literacy in 10 years, especially for women, and equitable access to basic and continuing education for all adults; eliminating gender disparities in primary and secondary education by 2005; improving all aspects of the quality of education especially in literacy, numeracy and essential life skills.³ These goals provide directional guidance for the development of global education in the 21st century, complementing the goals for education proposed in MDGs and SDGs.

(3) From MDGs to SDGs: Education Is One of the Important Indicators of Social Development

Either in the 2000 Millennium Development Goals of the United Nations which puts forward "achieve universal primary education", the Sustainable Development Goals of 2015 which proposes to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all", The goal related to education plays an important part, showing that promoting the development of education is one of the important indicators of social development.

³ "The Dakar Framework for Action - Education For All: Meeting our Collective Commitments", World Education Forum, UNDP, <http://www.undp.org.lb/programme/governance/institutionbuilding/basiceducation/docs/dakar.pdf>, viewed on March 14, 2019.

By achieving the Millennium Development Goals, the enrollment rate of primary school in developing regions has risen from 83% in 2000 to 91% in 2015, and gender equality has been achieved globally in primary education. However, in 2015 there were still 57 million school-age children in the world that didn't have the opportunity to go to primary school, and 50% of them lived in conflict-affected areas. Besides, 617 million adolescents around the world lacked basic literacy and numeracy skills. On this basis, the Sustainable Development Goals reset its goal on education as "quality education" (Goal 4), hoping to provide equitable education for all and ensure the quality of education.

The specific targets related to childhood education in Goal 4 are as follows. The content includes pre-school education, primary and secondary education, the right to education of vulnerable children, the expansion of educational content, the improvement of educational environment and facilities, as well as teacher training. The Chinese government has also proposed implementation measures for each specific targets.⁴ These goals and specific measures provide direction for nonprofit organizations in China to carry out services in the field of childhood education.

Table 2 Specific Targets of "Quality Education" in Sustainable Development Goal 4 and China's Implementation Measures

No.	Specific Targets	China's Implementation Measures
4.1	By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	Universalize nine-year free compulsory education and improve education quality in an all-round way. By 2020, retention rate of students for compulsory education will reach 95 percent, achieve equitable development of compulsory education at the county level, and improve the fund guarantee system for urban and rural compulsory education. Accelerate narrowing the urban-rural education gap, endeavor to achieve equitable delivery of basic public education services in rural and urban areas, and ensure equal rights of less-privileged groups to compulsory education.
4.2	By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that	Expand public and welfare-oriented preschool education resources, promote the development of public kindergartens, and strengthen public welfare-oriented preschool education in rural area. Ensure eligible children

⁴ "China's National Plan on Implementation of the 2030 Agenda for Sustainable Development", September 2016, the official website of the Central People's Government of the People's Republic of China.

	they are ready for primary education.	in rural area of mid-west China and newly-added eligible children due to the two-child policy attend kindergartens. By 2020, the gross kindergarten attendance rate for the three preschool years will reach 85 percent. Improve the funding system for preschool education to help the less-privileged, such as children from needy families, orphans and children with disabilities, to gain access to public preschool education. Improve the quality of kindergarten teachers.
4.5	By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.	Protect everyone's right including that of vulnerable groups to education, and improve special education. Open special education schools in counties with more than 300,000 residents and gradually ensure 12-year free education for children with disabilities, covering the 9-year compulsory education and the senior high school education.
4.7	By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.	Deepen education reforms, improve the quality of education and strengthen school sports and art education. Endeavor to strengthen students' sense of social responsibility, creativity, and practical ability as a priority in national education. Gender equality will be reflected in education and teaching processes in all kinds of schools.
4.a	Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.	Upgrade facilities and equipment of underperforming and boarding schools. By 2020, remarkable progress will be made in the standardization of public schools for urban and rural compulsory education and enhance construction of small-size village schools.

(4) The Role of Philanthropic Donations in the Field of Education

On a global scale, education is an important topic for foundations, and private philanthropic donations can play a great role in promoting education development.

A research report, *Global Private Philanthropy for Development*, released by the Organization for Economic Co-operation and Development (OECD) on the October 3, 2017, shows that education received a total of 2.1 billion dollars of donations in 2013-2015, and it ranked the third among areas for philanthropic donations. If the Bill & Melinda Gates Foundation's large donations in health (ranking the first), population and reproductive health (ranking the second) are excluded, education is the area where other foundations donate the most.

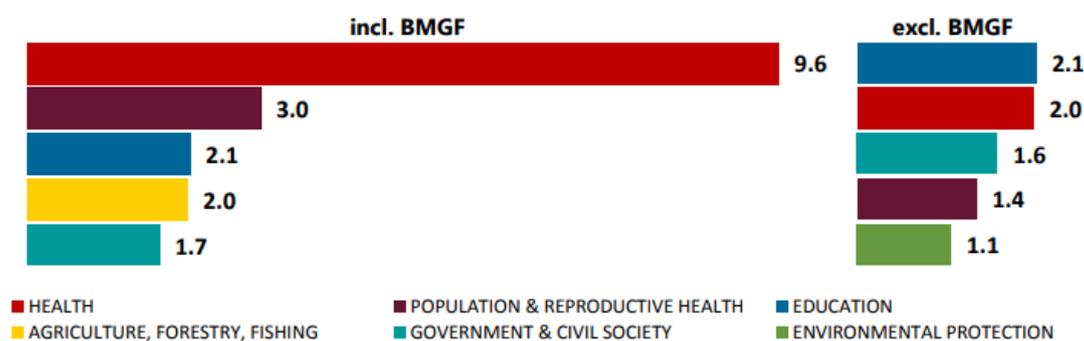
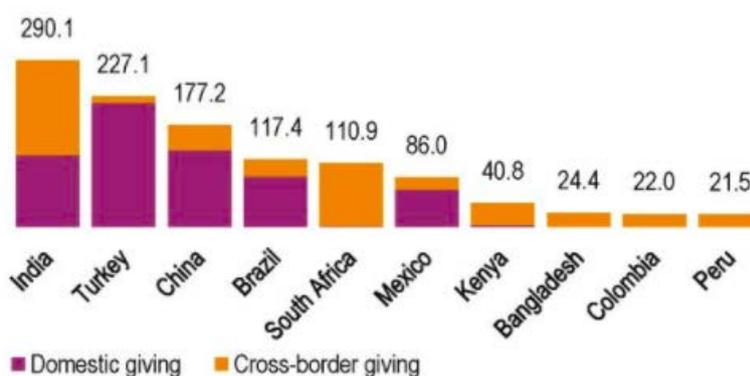


Figure 1 Five areas of Greatest Concern for Global Philanthropic Donations (2013-2015) (USD Billion)⁵

The report also shows that China (including Hong Kong) is the third country in the world to receive philanthropic donations in education, with a total of 177.2 million US dollars, lagging only behind India and Turkey. More than half of the educational philanthropic donations in China are from local foundations. The most important contribution comes from the Li Ka Shing Foundation, incorporated in Hong Kong, with a total investment of \$132.6 million.

In terms of the specific fields for education donation, higher education ranks first, accounting for 26.5%, while the donations for early childhood development, primary education and secondary education take up only 5.0%, 6.5% and 4.0% respectively, indicating that there is still a lot of room for investment in the field of childhood education (secondary education and below) for philanthropic donations. In addition, approximately 17.6% of philanthropic donations are used in areas for capacity building such as improving educational facilities and training, teacher training and educational research.

⁵ OECD, "Global Private Philanthropy for Development", 2018, <http://120.52.51.18/www.oecd.org/dac/financing-sustainable-development/development-finance-standards/Philanthropy-Development-Survey.pdf>, viewed on March 17, 2019.



Source: (OECD, 2018^[11]) *Survey on Private Philanthropy for Development 2013-15*: Data questionnaire www.oecd.org/dac/financing-sustainable-development/development-finance-standards/beyond-oda-foundations.htm.

StatLink <http://dx.doi.org/10.1787/888933696018>

Figure 2 Ten Countries Receiving the Most Philanthropic Donations in Education (2013-2015)
(USD Billion)⁶

Purpose code	Purpose description	Amount (USD thousand)	Share of sector total
11110	Education policy and administrative management, unspecified education activities	534 561.8	25.7%
11120	Education facilities and training	216 615.2	10.4%
11130	Teacher training	94 658.2	4.6%
11182	Educational research	53 385.7	2.6%
11220	Primary education	134 344.6	6.5%
11230	Basic life skills for youth and adults	87 628.1	4.2%
11240	Early childhood education	103 698.0	5.0%
11320	Secondary education	82 536.8	4.0%
11330	Vocational training	139 619.2	6.7%
11420	Higher education	549 458.4	26.5%
11430	Advanced technical and managerial training	80 742.2	3.9%

Source: (OECD, 2018^[11]) *Survey on Private Philanthropy for Development 2013-15*: Data questionnaire www.oecd.org/dac/financing-sustainable-development/development-finance-standards/beyond-oda-foundations.htm.

Figure 3 Purposes Description of Philanthropic Donations in Education
(2013-2015)⁷

2. Childhood Education in China

The development of Chinese childhood education is closely related to the changes in the overall social environment. Firstly, China's overall economy is developing and

⁶ OECD, "Private Philanthropy for Development", 2018, https://read.oecd-ilibrary.org/development/private-philanthropy-for-development_9789264085190-en#page57, viewed on March 17, 2019.

⁷ OECD, "Private Philanthropy for Development", 2018, https://read.oecd-ilibrary.org/development/private-philanthropy-for-development_9789264085190-en#page57, viewed on March 17, 2019.

the per capita GDP of some cities has exceeded 10,000 US dollars, gradually aligning with the global level. When people's basic demands are gradually satisfied, the development of education is becoming particularly urgent. Even though China has made certain achievements in recent years, there remain many key issues to be resolved. Secondly, China's urban-rural development gap has a structural impact on childhood education. The lack of education resources in rural areas has seriously affected childhood education, especially early childhood education. There is a special group of migrant workers in China, leading to the emergence of left-behind children in rural areas and migrant children in cities, who have always been regarded as a vulnerable group in the education field. No effective solution mechanism has yet been created to tackle the issue. Finally, even in urban areas with better overall environment, due to reasons like social transformation, kindergartens run by some state institutions have been shut down, and it is difficult to guarantee the quality of new private kindergartens. Thus, early childhood education still faces problems such as insufficient number of kindergartens and poor education quality.⁸

(1) The Goal of "Having Access to Education" Has Been Basically Achieved, and Rural Education Continues to Develop Steadily

According to the *Statistical Bulletin on the Development of National Education in 2017*⁹, the number of children in preschool in 2017 reached 46.01 million, and the number of students enrolled in compulsory education was 145 million. Both amounted to 191 million, accounting for 13.7% of the total population in that year. Throughout the 40 years of reform and opening-up, the coverage rate of compulsory education has basically reached 100%, the gross attendance rate in primary school has increased from 94% to 99.91%, and the net attendance rate in junior high school has risen from 66.4% to 103.5%. The popularization of preschool education has been greatly increased, and the gross kindergarten attendance rate has increased from 10.6% to 79.6%, reaching the goal of 70% gross attendance rate for the three preschool years, which was proposed in the *Outline of National medium-and long-term Education Reform and Development Plan (2010-2020)*, and ensuring the access to education for everyone.

⁸ Excerpted from the keynote speech by Professor Wang Zhenyao, Dean of the China Global Philanthropy Institute, at the forum, Philanthropy and Childhood Education in China: Trends and Perspectives, held in Beijing on January 15, 2019.

⁹ "Statistical Bulletin on the Development of National Education in 2017", released by the Ministry of Education of the People's Republic of China in 2017, updated on July 19, 2018, http://www.moe.gov.cn/jyb_sjzl/sjzl_fztjgb/201807/t20180719_343508.html, viewed on December 11, 2018.

Since 69.03% of kindergartens, 85.02% of primary schools, and 77.16% of junior high schools are located in rural areas (namely towns and villages), rural education development is a critical part of childhood education. *Report on Rural Education Development in China 2017* has affirmed the achievements of rural education development in recent years. In the stage of preschool education, the number of rural kindergartens increased in 2016, and the number of kindergartens run by the Ministry of Education increased fastest in rural areas, with an increase of 21%; and the number of full-time teachers for rural children increased fastest, reaching 61.4%; the academic degree promotion of full-time teachers rose from 46.42% to 62.46%; the total funding for preschool education in 2015 reached 112.347 billion yuan, 55.7% higher than that in 2012 and the state financial funds for preschool education reached 59.433 billion yuan, 89.08% higher than that in 2012, which showed that more than half of the financial education funds for preschool education had been invested in rural areas. In the stage of compulsory education, the ratio of teachers against classes in rural schools has been rising. The ratio in primary schools was 1.90:1 in 2005, and the ratio in the secondary schools reached 4.03:1 in 2016. The academic degree of teachers for compulsory education continued to be improved, and the urban-rural gap was 11.7% in 2016, 1.3% lower than that of previous year. At the same time, the policies of many provinces tended to tilt the resources of excellent teachers to rural areas. The conditions for running rural primary schools and junior high school was constantly improved, and the balanced development of compulsory education at the county level progressed in an orderly manner. At the end of 2016, a total of 1824 counties (cities, districts) passed the assessment and identification for "County (city, district) with a balanced development of compulsory education", accounting for 62.4% of the total.¹⁰

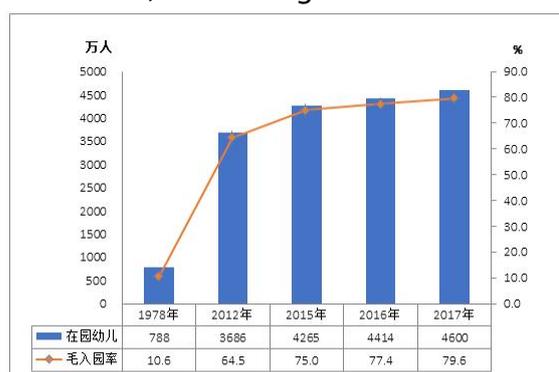


Figure 4 Kindergarten Retention Rate and Gross Kindergarten Attendance Rate in 1978, 2012, 2015-2017



Figure 5 Retention Rate and Net Attendance Rate of Primary School in 1978, 2012, 2015-2017

¹⁰ Wu Zhihui, "Report on Rural Education Development in China 2017 (released version)", December 23, 2017, http://www.jyb.cn/zcg/xwy/wzxw/201712/t20171223_900288.html, viewed on December 12, 2018.

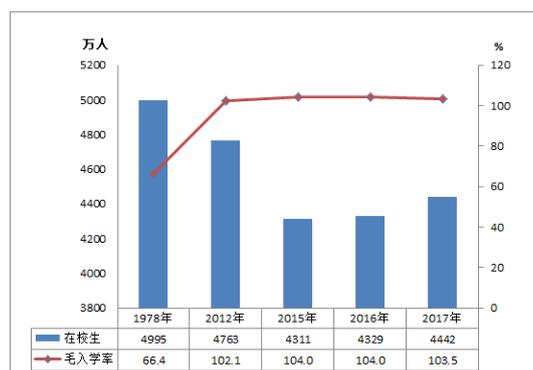


Figure 6 Retention Rate and Gross Attendance Rate of Junior High School in 1978, 2012, 2015-2017

(2) There Is Still a Gap Between "Having Access to Education" and "Having Quality Education"

From a nationwide point of view, the coverage rate of enrollment in preschool education and compulsory education, as well as the overall situation of rural education are improving, but childhood education is still in a transitional phase from "having access to education" to "having quality education". There is still a long way to let education "achieve the development with higher quality and more equity, efficiency and sustainability", which was proposed in *the "13th Five-Year Plan" for National Education Development*.

In terms of education model, the tendency of exam-oriented education is still serious, and students bear a heavy burden of academic work both in and out of the classroom. The idea of "winning at the starting line" has led many parents to seek extracurricular training opportunities and quality education resources for children since they go to kindergarten, or even earlier. However, many of these out-of-school trainings are also exam-oriented, such as Mathematical Olympiad and foreign languages classes, aiming at enabling children to enter a better school and get a better academic background. The exam-oriented education may cause harm to the mental health of adolescents, including "Hollow Diseases", which means that the patient lacks a sense of worth or a correct outlook on life, and the increase in suicide rates in primary and secondary schools.¹¹

¹¹ Yang Dongping, "Promoting Equity and Improving Quality: Towards the Modernization of Education Governance", Annual Report on China's Education (2017), Social Sciences Academic Press, 1st edition, April 2017, pp. 1-12.

In terms of urban-rural gap, there are still many problems in rural education: the development of county education has not yet reached a high level of balance; rural school education pays insufficient attention to cultivating students' interest in learning; the concept of rural education, especially the understanding of early childhood development, needs to be updated.¹² In addition, the cultivation and encouragement of rural teachers, as well as the improvement of education facilities, are also worthy of attention.

In terms of the target of education, rural left-behind children may lack high-quality home education because their parents are not around for a long time. The children of migrant workers who go to school in cities still face problems such as the inability to enter public schools and the need to pay high-priced school fees. There remain problems, such as how to better meet the special educational needs of children with disabilities and how to promote integrated education. In addition, the improvement of the educational ability of parents and teachers who are closely related to childhood education is also an issue that needs to be considered in order to achieve the goal of "having quality education".

3. Legal and Policy Environment of Childhood Education

(1) Compulsory Education: The Policy Implementation Starts Early, and the Nine-Year Compulsory Education Has Been Basically Popularized

It has always been a focus of the government, who has made years of efforts, to promote compulsory education. In the 1980s, in the context of the gradual popularization of primary education, the *Constitution of the People's Republic of China*, adopted in 1982, first proposed "universal primary compulsory education" in the form of national fundamental law. *The Compulsory Education Law of the People's Republic of China* was formally promulgated and implemented in 1986, providing guarantee for the establishment and implementation of compulsory education system in China. In 2001, the Ministry of Education and the Ministry of Finance began to implement the policy of "Two Exemptions and One Subsidy", which meant to exempt all the tuitions and surcharges of students with family financial difficulties and provide living subsidy for boarders in the stage of compulsory education in some rural areas, which had a major impact on promoting education equity. In 2011, with the joint efforts of the government and the private

¹² Wu Zhihui, "Report on Rural Education Development in China 2017 (released version)", December 23, 2017, http://www.jyb.cn/zcg/xwy/wzxw/201712/t20171223_900288.html, viewed on December 12, 2018.

sector, the strategic task of "Two Basics", namely to "basically popularize nine-year compulsory education and basically eradicate illiteracy among young and middle-aged adults" was fully completed, and compulsory education began to make advancement from "having access to education" to "having quality education".¹³

In recent years, the government has worked to promote education equity and the improvement of education quality, and provided precise assistance to more subdivided regions or groups, such as supporting the development of compulsory education in the central and western regions, promoting the integration of urban and rural compulsory education, popularizing the education for children with disabilities, assuring the right of migrant children to receive compulsory education, and organizing trainings for teachers in primary and secondary school, etc. The government has published clear and specific measures for specific issues mentioned above.

(2) Preschool Education: the Related Policy Is Gradually Improved, and the Problems of Structure and Equity Are Prominent

Compared with other aspects, policies and initiatives on preschool education were introduced much later, but have received responses from local governments at all levels and progressed at a faster pace. The earliest policy on preschool education, *Several Views on Current Development of Preschool Education*, was released by the State Council in 2010, and advocated "putting the development of preschool education in a more important position" and required counties in all provinces (municipalities and autonomous regions) to edict and implement the first phase of the *Three-Year Action Plan for Pre-school Education*. The second and third phases were published in 2014 and 2017 respectively. At present, 13 provinces have issued corresponding provincial policies in the third phase to plan for preschool education in 2017-2020. The focus of this series of programs is to establish inclusive kindergartens, expand rural preschool education resources, increase kindergarten attendance rate, and improve employment conditions for teachers in preschool education. *The Outline of National medium and long-term Education Reform and Development Plan (2010-2020)* proposes the goal of "popularizing one-year preschool education by 2020, basically popularizing two-year preschool education,

¹³ "Celebrating the 40th Anniversary of Reform and Opening up, Records on Educational Reform: Education Equity, the Unremitting Pursuit of Education Equity", *Zhongguo Jiaoyu Bao*, December 12, 2018, http://www.moe.gov.cn/jyb_xwfb/moe_2082/zl_2018n/2018_zl89/201812/t20181212_363069.html, viewed on December 12, 2018.

and popularizing preschool education for three years in regions with relevant conditions”.

Regarding how to carry out targeted education for preschool children, the Ministry of Education published the *Guidelines for Learning and Development of Children Aged 3-6* in 2012, which proposes the goals for children's learning and development from five aspects: health, language, society, science and art, as well as corresponding educational advice, in order to help kindergarten teachers and parents understand the basic rules and characteristics of early childhood learning and development. In addition, at a press conference held on November 28, 2018, the Ministry of Education stated that the *Preschool Education Law* has been included in the legislative process of the National People's Congress. The introduction of the new law will help promote the popularization and quality improvement of preschool education.¹⁴

However, many studies have shown that although the overall scale of preschool education has greatly improved, there are still problems on structural supply shortage and equity.¹⁵ First, the children in rural areas and remote mountainous areas of the central and western regions have no access to kindergartens. Since the kindergartens built under the three-year action plan are mainly located at county and township levels, the problem that there are nearly no kindergartens in rural villages has made it difficult for children in remote rural areas to enter a nearby kindergarten and the cost of admission has increased.¹⁶ Second, urban migrant children have limited access to preschool education in cities. They are often enrolled in “non-registered” private schools, and the quality of preschool education is difficult to guarantee. Third, the contradiction of “difficulty of admission” is prominent. Funds from central and local governments for preschool education are mainly invested in public kindergartens, while public kindergartens account for only 24.16% in 2014, and their contribution to the increase of the student number in 2010-2015 is less than 30%, which means that government's financial investment in preschool education has not effectively solved the problem, but has caused the public kindergartens to become a scarce resource for parents to compete for. Fourth, the children of low and medium income families in urban areas still face the problem of

¹⁴ “Interpretation by the Ministry of Education on Some Views on Deepening the Reform and Standardized Development of Preschool Education to promote the Quality Development of Preschool Education.” official website of the Ministry of Education, November 29, 2018, http://www.moe.gov.cn/jyb_xwfb/xw_fbh/moe_2069/xwfbh_2018n/xwfb_20181128/mtbd/201811/t20181129_361907.html, viewed on December 13, 2018.

¹⁵ Song Yingquan, “Adjusting Targets, Increasing Supply, Establishing Mechanism and Promoting Fairness-- Policy Suggestion on Establishing Cost Sharing Mechanism to Promote Healthy Development of Preschool Education”, *China Education Finance*, December 1, 2016.

¹⁶ China Development Research Foundation, *Development Report for Children in China 2017*, China Development Press, December 2017, pp. 92.

“expensive access to the kindergartens”. Due to the scarcity of public kindergartens, the “poor price/performance ratio” of inclusive private school can’t fundamentally solve the problem for children in low and medium income families in cities to have access to education. In addition, whether it is a public kindergarten or an inclusive private one, they don’t pay special attention to the opportunities for children from vulnerable groups.

(3) Early Childhood Development: Supporting Policies Are Weak and Need to Be Improved

Compared with compulsory education and preschool education, the policy system for the early childhood development aged 0-3 remains currently a blank field. Current policies and supporting legislation in the field are more like intentional statements, which lack specific strategies and public funding; the government’s public policy for children aged 0-3 and their families is mainly about economic support, such as maternity benefits, one-child fees, medical subsidies, etc.¹⁷ In fact, voices from all sectors of society to improve policies related to early development are growing. In 2018, referring to the *Guide for Learning and Development of Children Aged 3-6*, which is specific for the preschool education, the Happiness Early Learning Group consisting of Chinese and American scholars developed a *Draft for Comment on Guide for Learning and Development of Children Aged 0-3*¹⁸, which is specific for the development in the early childhood stage, hoping to fill in the blank.

(4) Other Areas of Education

In community education, related policies were first promulgated in the 1980s, aiming to solve the problem of extracurricular education in primary and secondary schools, including the *Decision on the Reform of the Education System and the Notice on Reforming and Strengthening Moral Education in Primary and Secondary Schools*. Since the 1990s, with the popularization of the concept of lifelong education, policies on community education have expanded from off-campus education for adolescents to adult education and lifelong education, from large cities to small and medium-sized towns and rural areas, and thus community education has changed from the supplement of school education to an important part of education system.¹⁹ Preschool education in community education, which is

¹⁷ China Development Research Foundation, *Development Report for Children in China 2017*, “China Development Press”, December 2017, pp. 77.

¹⁸ Guan Qun, et al, “The Research and Development Report for the Learning and Development Guidelines for Chinese Children Aged 0-3”, *Chinese Journal of Special Education*, Vol. 5, 2018, no. 215, pp. 67-73.

¹⁹ Hou Huaiyin, Shang Ruixi, “Retrospect and Prospect of Community Education Policy in the Past 40 Years of

also an important part, is seldom mentioned in related policy documents, and it is not the focus of the policy of community education. For example, in 2016, nine departments led by the Ministry of Education jointly issued the *Opinions on Further Promoting the Development of Community Education*, which only mentioned that “Carry out a variety of early education activities, and primary, secondary schools, and kindergartens with favorable conditions can send teachers to community education institutions to provide voluntary services”, and there was few about the definition of and the guidance for early education activities. Opinions to make use of community resources to develop preschool education are more likely to appear in policy documents related to early childhood education.

Home education, closely related to the Women's Federation, has been mentioned in several government documents since the 1980s. Until 2004, the government began to systematically give instructions on home education. *The Outline for the Development of Children in China (2011-2020)* proposed the goal to basically establish a guidance service system for home education that was suitable for urban and rural development, so that home education guidance could become a public service product provided by the government and benefiting the whole people; in 2015, the Ministry of Education introduced the Guidance on Strengthening the Work of Family Education emphasizing the need to accelerate the construction of a social support network for home education.²⁰ The attention and resource input of the government have been conducive to promoting the systematic development of home education, but the results remain to be seen. In addition, the *Five-year Plan for Guiding the Promotion of Family Education (2016-2020)* released lately also affirms and supports the professional role of social organizations in providing public services for home education.

In terms of special education, the government has also promulgated relevant laws, regulations and policies including the *Regulations of the People's Republic of China on the Education of People with Disabilities* and the promotion plan for improving special education to protect the right of special children to education.

(5) Summary

The current legal and policy environment shows that from the perspective of education stages, the government has made great progress in ensuring compulsory

Reform and Opening-up”, *Lifelong Education Research*, No. 3, 2018, pages 3-10.

²⁰ Wang Ping, Analysis of the Development of Home education Policy in China, *Survey of Education*, September 2018 (vol. 7, No. 18), pp. 66-67.

education for children. Although there are many challenges in promoting preschool education, the input is increasing, while the support for early childhood development is weaker. From the perspective of educational places, the legal and policy support for school education is relatively complete. Although there exists some policy support in home education and community education, there is still much room for improvement. In addition, special education also has obtained certain legal and policy guarantees.

On the whole, promoting the resolution of educational equity is still an important challenge for China's childhood education. The renewal of ideas and the improvement of the legal and policy environment are particularly significant, but there is still a long way to go. At present, apart from *the Constitution*, there are only 9 laws and nearly 60 administrative regulations related to education directly or indirectly referring to the provisions concerning education equity. Among the nine laws, only *Law of the People's Republic of China on Compulsory Education* has taken education equity as the legislative thinking and guidance.²¹ What is gratifying is that the Children's Welfare Department is newly established in the institutional reform of the Ministry of Civil Affairs in 2019. This shows that the government attaches great importance to the protection of children's rights and interests, and will also help protect children's right to education.²²

4. Opportunities for Nonprofit Organizations to Carry out Services on Childhood Education

The Law of the People's Republic of China on the Promotion of Private Education, which was amended for the second time in November 2016, and the three supporting documents²³ that were subsequently issued, clearly state that private schools can independently choose to establish themselves as nonprofit or for-profit schools. The nonprofit private school will enjoy the same preferential tax policy as public schools, and may receive supporting measures such as government subsidies, fund incentives, donation incentives, etc., which provides legal guarantees and basic guidelines for attracting donations to set up nonprofit schools.

²¹ Excerpted from the speech by Professor Ma Qingyu from China National School of Administration at the forum, Philanthropy and Childhood Education in China: Trends and Perspectives, held in Beijing on January 15, 2019.

²² China News Network, "Ministry of Civil Affairs: The Establishment of the Department of Child Welfare is a Milestone", Sohu.com, http://www.sohu.com/a/291483315_123753, viewed on March 17, 2019.

²³ The three supporting documents are: *Several Opinions on Encouraging Social Forces to Establish Private Schools to Promote the Healthy Development of Private Education*, *Implementation Rules for the Classification and Management of Private Schools* and *Regulatory Rules of For-profit Private Schools*.

In addition to setting up schools and carry out academic education, nonprofit organizations have also explored various aspects, such as organizing extracurricular activities, conducting quality education, and improving family and community education. *The Charity Law of the People's Republic of China* and the *Law of the People's Republic of China on Administration of Activities of Overseas Nongovernmental Organizations in the Mainland of China*, respectively issued in September 2016 and January 2017, have opened up the era of the rule of law in China's nonprofit sector and provided support for the participation of nonprofit organizations in the field of childhood education.

For nonprofit organizations, because their programs are more flexible and experimental than government policies and actions, they can try to work from the perspectives of complementing government actions, which are listed as follows.

Table 3 Opportunities for Nonprofit Organizations to Participate in Different Stages of Education

Compulsory Education	Pay attention to the opportunities for disadvantaged children to accept education and the problem of quality improvement.
Preschool Education	Pay attention to the construction of rural kindergartens and the problem for disadvantaged children to be enrolled in kindergartens.
Early Childhood Development	Pay attention to the impact of society and family on early child development, or promote the improvement of government policies and public support through policy advice, case studies or pilot programs, and provide them with viable solutions.

In addition, it is not difficult to find from the current policy orientation that academic education is still the focus of the government, which is still far from the children's comprehensive development and quality education emphasized in the *UN Convention on the Rights of the Child* and the Sustainable Development Goals. Nonprofit organizations can focus more on non-school education from the perspective of promoting "growth education" and "holistic education" to help children achieve comprehensive development.

Chapter 3 Participants in the Philanthropic Activities for Childhood Education

In China, the participants in philanthropic activities for childhood education can be roughly divided into eight categories, namely, social services organizations, social associations, foundations, enterprises, social enterprises, overseas non-governmental organizations (ONGOs), intergovernmental organizations and teacher's self-help group.



Figure. 7 Eight Participants in Philanthropic Activities for Childhood Education in China

1. Social Services Organizations

Private non-enterprise organizations officially changed the name into social services organizations after the promulgation of the Charity Law of the People's Republic of China in 2016. And they refer to the nonprofit juridical persons that are organized

with the donation of non-state-owned assets for philanthropy purposes and provide social services in accordance with the rules and regulations.²⁴ Social services organizations should be the one with the largest scale among the eight participants in philanthropic activities for childhood education. According to the data released by the Ministry of Civil Affairs, the number of educational social services organizations (including organizations caring for the education of people over the age of 14) in 2017 was 217,000, accounting for 54.3% of the total number of social services organizations, and taking up 28.5% of the total number of social organizations. The number of educational social services organizations is growing at a fast rate, and the number in 2017 has doubled compared with 2011.

Educational social services organizations can be divided into five categories: private schools covering various levels of academic education, schools/training institutions providing vocational education, schools/training institutions providing special education, training institutions providing spare-time education, and nonprofit organizations engaged in educational support and development.²⁵ Among them, private schools and training institutions are in the majority, and in 2017, the number of private kindergartens reached 115,000, while nonprofit organizations engaged in education support and development account for only a small amount.

Apart from private schools and training institutions, social service organizations conduct a wide range of work in the field of childhood education from front-line services to research advocacy, covering all aspects of children's education. There are several representative organizations and programs, such as the Shoulder Action focusing on children's reading, the Art Dream paying attention to the art education for disadvantaged children, Shanghai Better Education Development Center focusing on children's financial education, New Citizen Program focusing on migrant children's education, and the 21st Century Education Research Institute conducting education research, etc.

²⁴ It is the definition of social services organizations in the Regulations on the Administration of Registration of Social Organizations (Draft for Comment 2018), and the regulation has not yet been officially promulgated.

²⁵ 21st Century Education Research Institute, "Research on the Status and Development Trends of China's Educational Nonprofit Organizations", November 2013.

Case 3.1 Shoulder Action

Key Words: rural children, reading, book donation

Source: <http://www.dandang.org/index.php>

Since its establishment in 2004, the Shoulder Action has always been focusing on the field of assisting students in rural areas through reading. In 2009, the first project of assisting students through reading, “Let Each Classroom Have a Book Corner”, was initiated. Later, children’s reading programs, including the Forum for Reading and Growth as well as Children’s Reading Activity Center. A sustainable student-aid system of “Basic Service + In-depth Service” has been established on a basis of “high-quality donation of children’s book”, “growth support for rural teachers”, “reading course support” and “volunteer support of experts”, in order to provide long-term, systematic and high-quality services for reading education.

At present, the scope of the project covers over 28,000 classes in more than 3,600 primary schools, and benefits 1 million rural children from 30 provinces all over the country; the amount of donation has reached more than 60 million RMB, of which the annual donations in 2017 and 2018 exceeded 18 million.

Case 3.2 Art Dream

Key Words: migrant children, rural children, art education, experiential program

Source: <http://www.artdreamchina.org/project.asp#core>

The “Art Plus” project of Art Dream provides a comprehensive experiential art program for migrant children and rural children who lack quality education resources. The course combines different art forms, such as painting and handcraft, allowing students to experience the joy of artistic creation through project-based learning under the guidance of volunteers/teachers, establish correct self-awareness, feel the strength of teamwork, enhance self-confidence and enhance their communication abilities thus to cultivate children’s creativity.

At the same time, through the independent research and development of art textbooks, training volunteers/teachers to teach art courses, conducting psychological assessment for children and providing feedbacks of project outcome. Mutual verification of the three links has continuously optimized the project experience, made it close to the psychological needs of migrant children, and provide art education services.

Case 3.3 21st Century Education Research Institute

Key Words: private education think tank; educational research, policy advocacy

Source: <http://www.21cedu.org/?about/id/203.html>

The 21st Century Education Research Institute is a private nonprofit organization focusing on the research of educational public policy and educational innovation, which is committed to carrying out educational research and policy advocacy from an independent standpoint. Bringing together the wisdom of the people inside and outside the educational circle, the Institute aims to promote the educational reform and development in China, and to pursue good and ideal education.

Since its establishment, the Institute has carried out a number of educational research programs and activities. Since 2003, it has published the Annual Report on China's Education every year, recording and discussing the reform and development of China's education from the civil perspective. It has published the Annual Report on Education for China's Migrant Children since 2016. The Award on the Innovation of Local Education System was first held in 2008 and five sessions have been held so far, which has promoted the innovation of local education with its independent and impartial evaluation, and initiated the practice for third-party evaluation of government education performance. "LIFE Education Innovation", a large-scale series of activities, has been launched since 2014.

In the *China Think Tank Report: Influence Ranking and Policy Suggestions*, published by CTTS of Shanghai Academy of Social Sciences, the 21st Century Education Research Institute ranked the second in the system of private think tanks among China's top think tanks for two consecutive years in 2014 and 2015. In 2016, its influence ranked 3rd among the professional educational think tanks, surpassing institutions like the National Institute of Educational Sciences. In 2017, it was included in the list of the core think tanks of the Chinese Academy of Social Sciences.

2. Social Associations

A social association is a nonprofit juridical person, which, composed by Chinese citizens voluntarily, carries out activities in accordance with its regulations in order to realize the common wishes of its members.²⁶ According to the data released by the Ministry of Civil Affairs, the number of educational social associations (including organizations concerned with the education of people over the age of 14) in 2017 was 10,000, accounting for 2.8% of the total number of social associations and 1.3% of the total number of social organizations.

²⁶ The source of the definition is the same as that of "social services organization".

Case 3.4 Zigen Fund for Grassroots Development in China: Project for Girls Health Education

Key Words: girls, health education, poverty-stricken areas

Source: <http://www.zigen.org.cn/site/term/46.html>

Since the late 1980s, the Zigen Fund for Grassroots Development in China has provided support for girls to have access to education in more than 100 villages in poverty-stricken areas of China. In some remote and poverty-stricken villages, it has supported local health workers to provide reproductive health training for women and popularize basic knowledge of reproductive health, nutrition and environmental sanitation; conducted health education for girls and carried out sex education research; and set training course pilots to provide sex education for adolescent girls in more than 20 schools. The awareness, attitudes and actions are urgently needed to promote the basic health, reproductive health and sexual knowledge education for adolescent girls in poverty-stricken areas.

Case 3.5 China Association for NGO Cooperation: Climate Change Education Program for Middle School Students

Key Words: school education, climate change education, teacher training

Source: provided by China Association for NGO Cooperation

The China Climate Change Education Program is funded by Brot, Germany, and implemented by the China Association for NGO Cooperation. The project was launched in 2012, on a three-year cycle. By December 2018, two phases of projects have been launched. In the past six years, the program has promoted climate change education into the classroom through textbook development, teacher training, education salon for climate change, education competitions of climate change, international exchanges and so on. Through project implementation, more than 1,000 teachers and 100,000 students from 20 primary and secondary schools in 20 cities and 20 local private organizations have benefited directly or indirectly from the project.

Most educational social associations are with official backgrounds, and only a small number are initiated by the private sector.²⁷ Their types include industry associations, federations, research associations, societies, chambers of commerce, clubs, and alumni associations. Representative organizations and programs in the field of childhood education include the Zigen Fund for Grassroots Development in China focusing on rural education, the China Association for NGO Cooperation focusing on climate change education for children, Liang Shan Public Welfare

²⁷ 21st Century Education Research Institute, A Study on the Present Situation and Development Trend of Educational Nonprofit organizations in China, November, 2013.

Promotion Association in Zhaojue County focusing on the childhood education in Liangshan Mountain area, local philanthropic associations and volunteer associations paying attention to children's assistance in school, reading and aid education, etc. In terms of work content, there is no substantive difference between social associations and social services organizations in carrying out programs for childhood education.

3. Foundations

A foundation is a nonprofit juridical person that uses assets donated by natural persons, juridical persons, or other organizations to carry out activities in accordance with its regulation for the purpose of philanthropy.²⁸ Foundations are also an important analysis object of this report. According to the data from China Foundation Center, there were approximately 2,131 foundations in 2017 to carry out programs related to the education of children aged 0-14, accounting for 33.4% of the total number of foundations and 0.3% of the total number of social organizations.

Foundations for children's educational programs include educational foundations with an official background at all levels, foundations for youth development and the foundations for women and childhood development, among which there are foundations funded by enterprises such as the Western Sunshine Rural Development Foundation, Narada Foundation, and Chow Tai Fook Charity Foundation, foundations initiated by philanthropists such as the Jack Ma Foundation and the Guoqiang Public Welfare Foundation, and foundations with religious backgrounds such as the Amity Foundation and the Compassion Relief Tzu Chi Foundation. A more detailed analysis of the above 2131 foundations will be given later.

²⁸ The source of the definition is the same as the "social services organization". The definition of philanthropy from the Regulations on the Administration of Registration of Social Organizations (Draft for Comment 2018) is omitted in this report, that is, "philanthropy courses include providing services for poverty alleviation, helping the poor, the elderly, orphans, the sick and the disabled, disaster relief, medical and education aids, and special care, and promoting the development of education, science, culture, health and sports, the prevention and protection of pollution, the improvement of the ecological environment, and the improvement of social public facilities.

Case 3.6 China Education Development Foundation

Key Words: poor students, scholarship and grants

Source: <https://www.cedf.org.cn/>

The main goal of the China Education Development Foundation is to widely raise funds at home and abroad in order to subsidize students with financial difficulties to successfully complete their studies. The China Education Development Foundation has cooperated with the government and enterprises with donations to carry out a variety of programs to assist students and education, and practically finish their work in the field of education to fill the gaps.

By the end of 2018, a total of 35 student-aid projects have been launched such as “Building the Future –the Plan for China Construction Bank to Subsidize the Growth of Senior High School Students”, “Hongzhi Special Fund for Education Promotion”, and “Geely Education Funding Program of China Education Development Foundation”, in order to support students with financial difficulties in all kinds of families at all levels

Case 3.7 China Development Research Foundation

Key Words: Chinese children, policy research, social experiment, poverty alleviation

Source: <http://www.cdrf.org.cn/cbwtq/index.jhtml>

The aim of the China Development Research Foundation is to support policy research, promote scientific decision-making, and serve China's development. Since 2005, the Foundation has conducted a large number of experimental and policy research to improve the development of Chinese children, especially a large amount of left-behind children in rural poverty-stricken areas, and has also compiled reports like *Poverty Alleviation and Child Development in China*, *Poverty Alleviation and Child Development in China II*, and *Development Report for Children in China 2017*.

Since 2010, the China Development Research Foundation has held the International Conference on Poverty Alleviation and Child Development for 5 times. Representatives from 35 countries, including 13 foreign government ministers, internationally renowned scholars including the Nobel Prize-winning scholars, Professor James J. Heckman and Professor Amartya Sen, have attended the seminar and given speeches, which has delivered good results and caused great social impacts.

Case 3.8 Chow Tai Fook Charity Foundation: The China Rural Mode of One Sky

Key Words: education aid, rural left-behind children, preschool education

Source: <http://www.ctfcf.org/zh-hans/fund/detail/5/>

Chow Tai Fook Charity Foundation ("CTFCF") is a private family foundation founded by Dr. Cheng Yu-tung and his family members in 2012. CTFCF funds projects in five focus areas, one of which is education and training.

The Foundation funded "One Sky" to establish ten nurseries in remote rural areas of Henan Province, hired experts to train local females and teach local villagers with proper nurturing techniques, conduct preschool education services and organize a series of community-based activities. The project started in 2016 for a period of three years, hoping to provide a low-cost operation model that can be promoted and replicated in rural China, which can not only effectively reduce the harm to left-behind children, but also actively inspire adults who remain in the village to participate in the co-care and nurture of the weakest villagers.

4. Enterprises

Although enterprises are not nonprofit organizations, they also have a certain degree of participation in the philanthropic field of childhood education. According to statistics, there are currently about 67 enterprises in the country that carry out philanthropic activities in the field of childhood education. State-owned enterprises, private enterprises and multinational enterprises all have a role²⁹. Corporate social responsibility departments or charitable departments are established within the enterprise to carry out programs, which is the main form of enterprises participating in the philanthropy of childhood education, and a small number of enterprises choose to operate philanthropy programs by establishing independent corporate foundations.

There are two aspects of resources available for enterprises to carry out education programs for children. The first is to carry out programs related to the company's own business, and make full use of the experience, resources and influence of the company in the commercial field. For example, the famous automobile company BMW has been carrying out the "BMW Children's Traffic Safety Education" since 2005. By utilizing BMW's experience in the field of road transportation and its connection with the transportation department, it has designed a product of safety education

²⁹ Provided by 21st Century Education Research Institute, the *List of National Education Philanthropic Organization (CSR)*, not including nonprofit organizations that are not concerned with childhood education.

Case 3.9 Bosch China Charity Center

Key Words: education grants, education poverty alleviation, making up for education gap

Source: Bosch China official website, provided by Bosch China Charity Center

The Bosch China Charity Center was officially established in April 2011 and is the center which manages all Bosch's charitable activities in China. In 2017, after many discussions by the staff based on the summary of projects funded by Bosch in the past few years, its activities to four focus areas were identified: education, poverty alleviation, and community and philanthropy development, drawing a blueprint for the orientation of the Center in the future.

In the area of education, it aims to promote the development of education in poverty-stricken areas to support the poor through education and eliminate intergenerational poverty, to make up for gaps and scarce areas in education in order to promote education diversification; to cultivate new social forces and to cope with the challenges posed by the era and society. The following three solutions are proposed: First, provide financial support and educational opportunities for poor teachers and students, and solve the fundamental poverty issue through education, including the Bosch Freshmen Bursary Program, the Bosch Teacher Growth Plan, the Rural Kindergarten Project in Altay, Xinjiang, the Qianqianshu- Education Quality Improvement Project of Rural Kindergarten in Gansu and Qinghai, the Growth Plan of Schools in the Rural Small-Scale School Alliance, and One School and One Dream. Second, fund social organizations to explore innovative projects that break the gap or scarcity of education, and advocate the diversification of education, including the financial quotient courses, intangible cultural heritage classes, the First-aid Lessons on Child Safety & Speak for Love: Social Integration and Development Plan for Migrant Children, the Assistance Plan "Dream of Voice" for Blind Children, New Sunshine Ward School, the Education Support Plan of Vocational Transfer for Hanfuer (children with mental disorder), the Secondary Vocational Education Plan "Winning the Future", New One Thousand and One Nights: Mental Health Education Program for Left-behind Children in Rural Poor areas. Third, develop young talents and cultivate their mobility and leadership, including the Schwarzman Scholars Program at Tsinghua University, the Challenge for Public Welfare Creators Starting from Dreams, and Teach for China -- Future Educator Project.

suitable for children, and disseminated safety education knowledge to children through forms such as the experience hall and the magic box of traffic safety education, which has effectively guaranteed the quality and effectiveness of the program³⁰. The second is to mobilize employees to participate in programs as volunteers, and thus to provide more professional volunteers for childhood education. For example, the program, VIPKID Rural Education Project, launched by

³⁰ China Global Philanthropy Institute, "BMW Children's Traffic Safety Education", *Case Book of Programs for Childhood Education*, March 2019.

VIPKID Teach English Online, has a full-time team in charge of public welfare programs, and employees in different positions, such as teaching and research, technology, product development, etc., are invited to go to rural primary schools for programs or participate in the implementation of the curriculum³¹.

Case 3.10 PepsiCo Greater China: Pepsi Tomorrow Plan

Key Words: education grants migrant children, scholarship, material assistance

Source: <https://www.pepsico.com.cn/purpose/PepsiCo-China-Public-Good.html>

The Pepsi Tomorrow Plan is a project funded by PepsiCo Greater China for children of migrant workers. Since 2008, PepsiCo Greater China has gradually promoted this project by region, helping to improve the learning environment for migrant children by providing scholarships, setting up library and providing sports equipment. By the end of 2011, PepsiCo had donated RMB 1.9 million to the project. 16 schools for migrant children in 15 cities across the country (Beijing, Jinan, Chongqing, Nanchang, Changchun, Shanghai, Guangzhou, Shenzhen, Tianjin, Xi'an, Nanjing, Heyuan, Wuhan, Chengdu, Zhengzhou) were funded, and a total of 16,200 students were benefited from the Pepsi Tomorrow Plan, of which more than 3,500 students received the "Pepsi Scholarship".

5. Social Enterprises

Social enterprises are emerging organizations that have been discussed a lot in recent years, but there is no formal legal definition of it in China. In 2017, *the Beijing Initiative for the Development of Social Enterprises in China* jointly sponsored by Yunus Center for Social Business & Microfinance, Renmin University of China (YCRUC) and other institutes, defined the connotation of social enterprises as: "Social enterprises are organizations that take solving social problems as the primary organizational goal; solve social problems innovatively and sustainably in a way consistent with entrepreneurship; at the same time, their social goals do not easily drift away."³²

In the field of childhood education, about 54 social enterprises are providing services.³³ Since social enterprises are not a formal juridical entity, most social

³¹ China Global Philanthropy Institute, "VIPKID Rural Education Project: An Innovative Model of Alleviating Poverty through Education", *Case Book of Programs for Childhood Education*, March 2019.

³² "The Beijing Initiative for the Development of Social Enterprises China's Social Enterprise Development Beijing Initiative' is released", Xinhuanet, http://www.xinhuanet.com/gongyi/2017-06/12/c_129630492.htm, visited on March 5, 2019.

³³ Provided by 21st Century Education Research Institute, the *List of National Education Philanthropic Organization (Social Enterprises)*, not including nonprofit organizations that are not concerned with childhood education.

enterprises operate with business registration. Some social enterprises have been transformed from philanthropic programs and run by nonprofit organizations; and some have considered how to solve social problems in a more innovative way from the very beginning of their establishment and the setting of operation mode, and thus they are less subject to traditional philanthropy and social services.

Case 3.11 Qianqianshu

Key words: social enterprise, basic-level kindergarten education, online course

Source: <http://www.qianqianshu.org/>

Established in October 2011, Qianqianshu is a social enterprise that integrates social resources, provides quality education for children of low and middle income families in a socially innovative way, and promotes the development of education equity. The institution is concerned with rural children, migrant children, and children from low- and middle-income families in urban areas.

Qianqianshu is committed to improving the quality of education in rural and urban basic-level kindergartens. Under the guidance of the *Guidelines for Learning and Development of Children Aged 3-6*, the curriculum was developed according to the actual conditions of local environment, which effectively improved the status quo of the “inclining to the primary school and child-care centers” in kindergarten education. At the same time, Qianqianshu provides online training courses for rural and urban basic-level kindergarten teachers through the Internet that are easy to teach and learn, with strong operability and practicability. In addition, Qianqianshu have provided online demonstration videos including “listening to reading”, “child song activities”, and reading guide of “listening to reading”, “picture book reading”, etc. which is very suitable for the use of family and community education.

Case 3.12 Beijing Wings of Love Disabled Children Art Development Co., Ltd

Key Words: social enterprises, disabled children, art rehabilitation, derivatives sales

Source: http://www.goldenwings.org.cn/get_introduct

Beijing Wings of Love Disabled Children Art Development Co., Ltd. was founded by Beijing Golden Wings Art Rehabilitation Service Center for Disabled Children. The main work includes the market-oriented operation of special children's works to achieve maximum commercial value, and help the Golden Wings achieve financial balance through donations, expand the scale of its students and teachers, and improve the quality of art teaching.

Beijing Golden Wings Art Rehabilitation Service Center for Disabled Children was established in March 2010. It is a nonprofit social organization that provides painting, sound instruments, dance and basketball lessons with the combination of art and sports to help disabled children to realize their own values and artistic dreams. Because 80% of mothers in disabled families have to resign in order to take care of their children, the family income will be reduced by half. The Golden Wings charges for an extremely-low fee to reduce the burden on the family, allowing more disabled children to learn art and enjoy the happiness and confidence brought by art. The insufficient funds are made up by integrating social resources and developing derivatives. The Golden Wings have developed children's paintings into derivatives, and 20% of the income will be returned to the families of disabled children, 80% for art rehabilitation teaching and sustainable development. By June 2018, a total of more than 1 million RMB was returned to families of disabled children.

Case 3.13 Hu+ Project of Hujiang

Key Words: social enterprise, Internet learning, online courses

Source: http://gongyi.china.com.cn/2017-03/22/content_9400160.htm

In November 2015, Hujiang, which has been adhering to the philanthropic road of education for 6 years, integrated resources from all parties and launched the Hu+ Project, a nonprofit curriculum project in primary and secondary schools. By making use of the existing resources and the advantages of Hujiang, it hopes to change the traditional education through online learning in order to realize the joint construction and sharing of online courses throughout the country, so that children in remote areas can also enjoy equal access to education. By December 2016, the Hu+ Project has connected thousands of primary and secondary schools in nearly 30 provinces across the country, hosting more than 10,000 live courses and activities, benefiting more than 30,000 teachers, and affecting more than 500,000 students.

6. Overseas Non-Governmental Organizations (ONGOs)

Overseas non-governmental organizations (ONGOs) refer to nonprofit, non-governmental social organizations such as foundations, social organizations, and think tanks that are legally established outside the country.³⁴ According to statistics, there are currently about 23 ONGOs operating in the field of childhood education, of which 35% are from Hong Kong.³⁵ Although the number is small, these ONGOs have been deeply involved in the field in China for many years, especially in the early stage of domestic philanthropic industry. When local organizations were not yet mature, ONGOs played a great role in supporting and promoting them.

Case 3.14 Macao Tong Chai Charity Association

Key Words: education grants, equitable and quality education, socially vulnerable children and adolescents

Source: <http://tongchai.org.cn/>

The mission of Macao Tong Chai Charity Association in mainland China is to enable every Chinese child to receive an equitable and quality education. Subsidizing public welfare projects of education helps vulnerable children have the right to go to school and even attend a good school. In addition, such projects can make those children fully develop their personal potential and promote their ability of adapting to future study, life and work, in which thus they can equally take part. Finally, those children can foster the healthy development of China. Concerned groups include: social vulnerable children and teenagers, such as rural children (left-behind children and migrant children), the prisoners' children and children lacking good chances of development in town. Goals for child development include: developing children's literacy, numeracy, IT literacy as well as their psychosocial and social capability.

Macao Tong Chai Charity Association's key funded projects in the preschool education in 2018 include the STEAM Education Innovation Program, Pre-service Kindergarten Teachers Interactive Ability Development Curriculum Project, Parenting the Future-IT System Development Project, etc. The key funded projects in the fields of compulsory education & other education include the XJTLU National College Teaching Innovation Competition Project, Feasibility Research on Future Educators within Counties. The key projects in the field of education Ecology Building include Islands Education Innovation Accelerator, LIFE Educational Innovation Initiative.

³⁴ Chapter 1, Article 2, of the *Law of the People's Republic of China on Administration of Activities of Overseas Nongovernmental Organizations in the Mainland of China*.

³⁵ Provided by 21st Century Education Research Institute, the *List of National Education Philanthropic Organization (International Organizations)*, not including nonprofit organizations that are not concerned with childhood education.

There are various kinds of childhood education programs carried out by ONGOs in China. There are supporting organizations which provide program fundings, such as the Ford Foundation and the Macao Tong Chai Charity Association, as well as service organization which mainly operate programs independently, such as Plan International, Right to Play, and Junior Achievement China.

Case 3.15 The Ford Foundation

Key Words: educational grants, educational change and innovation

Source: *From Fish to Fishing: A Review Report on the Education and Culture Project of the Representative Office of Ford Foundation in Beijing and the Grantmaking process of Mr. He Jin*

The educational and cultural support of the Representative Office of the Ford Foundation in Beijing has always kept pace with times and constantly adapted to the changes in Chinese environment and the overall strategic path of the Ford Foundation. Some of the Foundation's earliest projects in China are related to education, especially the exchange programs of education and research, as well as projects for the reconstruction of higher education disciplines such as law, economy and international relations after the Cultural Revolution. But it wasn't until 2001 that the Ford Foundation launched a support program in the education sector of China.

In January 2004, the then project officer Dr. He Jin developed two action plans. Action Plan 1: strengthening the fairness of education through innovation and management reform; Action Plan 2: developing cultural diversity, cultural protection and communication through education. In the "Change of Secondary Education" program, two key issues, the access to education and education quality were identified. As for the access to education, the inequality of educational opportunities was put in the first place, which result in a very high dropout rate, especially in the period when students enter high school from junior high school. The second was the education of migrant workers (whether in public or private schools). Quality issues focus on the quality of teachers and courses especially in rural and private schools, and courses that cater to student-centered learning needs (especially for rural and migrant students). Therefore, the goals set by the plan include: significantly increase the number of students in high school; improve the quality of education through innovation and management reform; enhance the training of practical teaching skills; and support the development of private education to meet the educational needs of migrant children. The target population and implementation area of this program are generally consistent with the original educational action plan that began in 2005.

7. Intergovernmental Organizations

Among the international organizations, intergovernmental organizations are also active in China's philanthropic field for childhood education in addition to ONGOs. There are about 11 foundations and international organizations under the UN system.³⁶ Intergovernmental organizations are engaged in both advocacy and research work in China, as well as project operation.

Case 3.16 United Nations International Children's Emergency Fund

Key Words: international governmental organizations, comprehensive project

Source: <https://www.unicef.org/zh/我们的行动>

The UNICEF China office and its partners are committed to ensuring that every child has access to quality education. The Foundation works closely with the Ministry of Education, the National Working Committee on Children and Women under State Council, the All-China Women's Federation, the China National Children's Center, and the Research Centre for Preschool Education to support parent education; pilots community-based comprehensive intervention projects for early childhood development; explores the way to provide pre-school education for rural and urban children and migrant children living in poverty; and supports the Ministry of Education to develop and introduce related guidelines, standards and tools for pre-school education, in order to provide quality preschool education services for the most vulnerable children.

At the same time, the Foundation strives to improve the quality of schools. The Foundation works with the Ministry of Education and other departments to develop a project, A School That Loving the Students, which aims to make the school a safe, happy, inclusive and participatory place to enhance the school's appeal to children and promote the social and emotional well-being of students in remote rural areas and areas inhabited by the minority nationalities.

³⁶ United Nations Issues for Children, <http://www.un.org/chinese/children/issue/index.shtml>, viewed on January 9, 2019.

Case 3.17 United Nations Educational Scientific and Culture Organization

Key Words: research and publication, concept dissemination

Source: *Framework for Action on Values Education in Early Childhood*, United Nations Educational Scientific and Culture Organization

In the 1990s, an increasing number of Member States expressed their concerns to UNESCO for the issue of values education for infants and children. Building on this, UNESCO's Early Childhood and Home Education Unit launched, jointly with Living Values: An Educational Program, an international initiative on "Early Childhood and Values Education" in early 2000. Co-sponsored an international event entitled "Early Childhood and Values Education": the distribution of a questionnaire to Living Values coordinators and educators, UNESCO National Commissions and field offices and other early childhood partners throughout the world, to identify experiences in this area.

Finally, summarized from the results of the discussions during the meeting and recent statements on young children's needs, the *Framework for Action on Values Education in Early Childhood* was published. The findings in the report provide a quick overview of needs that would need to account in be taken into an early childhood value-based framework for action.

8. Teacher's Self-Help Group

The last category is the self-help group initiated by teachers independently, similar to social enterprises, which is also an organizational form that has emerged in recent years. Some of these organizations are loosely organized organizations that are not registered, and are mostly composed of teachers spontaneously out of the need to share with and learn from each other. There are currently about 16 self-help groups³⁷. The teacher self-help groups mainly focus on the improvement of teachers' abilities, and provide mutual support to teachers online or offline through theme sharing, training courses, and peer communication etc.

³⁷ Provided by 21st Century Education Research Institute, the *List of National Education Philanthropic Organization (Teacher's Self-help Groups)*, not including nonprofit organizations that are not concerned with childhood education.

Case 3.18 Educational Walk

Key Words: teachers' self-help group, research of teaching

Source: https://www.sohu.com/a/151129275_100974

http://k.sina.com.cn/article_1075970297_402200f900100cxcd.html

The theme of Educational Walk is to “broaden the horizon on the road and reconstruct the mind by reading and writing”. Teachers participating in the project come from more than 20 provinces, and most of them are teachers in counties and villages. The project not only shares new ideas and methods of education, but also broadens their horizons and strengthens their beliefs in communication. The project has a rich pool of lecturers, including professors from the United States, secondary school teachers from Germany, and experts from different fields across the country, all of whom participate in the project as volunteers.

The goal of Educational Walk is not to let teachers follow the group, but to allow teachers to walk on their own and let the flowers of education spread everywhere.

Chapter 4 Practice of Chinese Foundations in the Field of Childhood Education

1. Portrait of Foundations

The project team conducted a simple calculation of the foundation program data of the China Foundation Center in 2017 based on keyword screening. It's found that a total of 2131 foundations have carried out (including operating and grantmaking) programs related to the education of children aged 0-14, and a total of 6576 items of program information are collected. In 2017, the number of foundations reached 6,373, and the total number of programs carried out was 24,733.³⁸ The number of foundations and programs selected by the project team accounted for 33.4% and 27.3% respectively. This report will conduct a multi-dimensional analysis of the above foundations and their programs on childhood education to explore how foundations in China participate in and support childhood education.

Because foundations often merge small programs into large programs for application, a single item of program information may involve multiple small programs, and thus the specific conditions of each small program are not necessarily indicated, resulting in difficulties to be separated apart. In order to facilitate the calculation, the project team has included the merged programs, which involve a program related to childhood education, in the database for analysis, so the calculated scale of funds may be larger than the actual one.

(1) Geographical Distribution of Foundations: Mainly Distributed in the Eastern Region, with the Largest Number of Foundations Registered in Beijing

As can be seen from the figure, the foundations for programs on childhood education are spread across 31 provinces (municipalities and autonomous regions), with the most densely populated areas in the east (68.2%), followed by the western regions (18.5%), and finally the central regions (13.3%). The province (city, autonomous region) with the largest number of foundations is Beijing, and among the 388 foundations in Beijing, 111 are registered with the Ministry of Civil Affairs and are national foundations, which can carry out philanthropic activities

³⁸ The data comes from the China Foundation Center.

nationwide. As for the locally registered foundations, the scope of activities is based on the provinces in which they are located.

In fact, because the economic and social development in the central and western regions lags behind that of the eastern region, scarcer educational resources result in greater demand for programs for childhood education. This also shows from another point of view that the foundations in China are currently carrying out programs for childhood education, mainly by transferring educational resources (including personnel, money, material, etc.) from the east to the central and western regions. It is worth noting that there are more than 100 foundations in Sichuan in the western region and Hunan in the central region to carry out childhood education programs, and the scale is close to the eastern Fujian, Shanghai and other places, indicating that the two provinces begin to mobilize provincial resources to serve local children's education. For example, the Wispring Education Development Foundation in Hunan originally originates from the "Yingfan Scholarship in the First Middle School in Yuanling County, Hunan Province, which was established in 2001, and then gradually developed into a system to support rural education in Hunan Province, and its actions included scholarships, summer camp, principal training, teacher growth plan, quality education practice, etc.

In addition, there are only 9 foundations in Jiangsu Province to carry out childhood education programs in 2017, which lags far behind other provinces in the eastern region. The project team has compared the situation of Jiangsu Province in the past two years, and finds that more than 100 foundations have carried out similar programs, and the difference in data for 2017 may be due to the fact that some information of foundation programs has not yet been updated

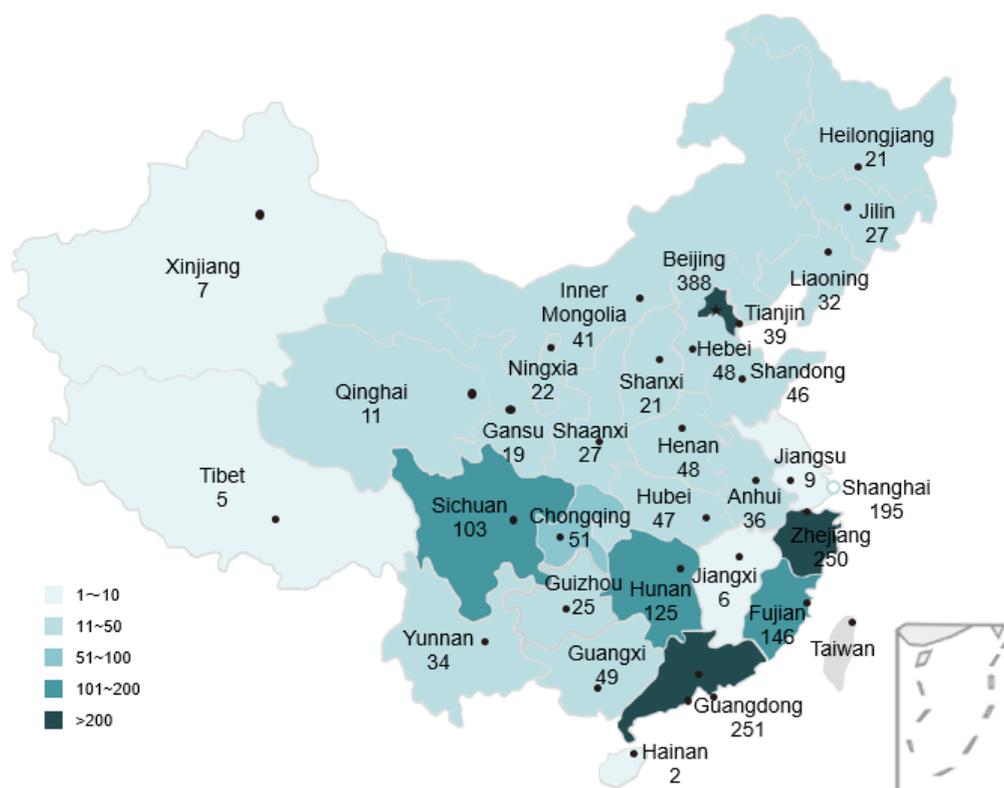


Figure 8 Geographical distribution of foundations for childhood education programs in 2017

(2) Time of Establishment: The First Established Foundation in China Focuses on Childhood Education, and 88.1% of Foundations Who Work in the Field Were Established after 2000

Despite that the establishing time of seven foundations is unknown, the foundation for programs of childhood educational can be traced back to 1981 when three foundations were established in the same year, including Zhejiang Women and Children’s Foundation, Shandong Women and Children’s Foundation, and China Children and Teenagers’ Fund. Among them, Zhejiang Women and Children’s Foundation is also the earliest foundation established in China, which aims to “promote the development of women and children and the protection of women’s and children’s rights, provide assistance to women and children in poverty, and do practical things for women and children.” This shows that childhood education is what the foundations in China has been paying attention to since its earliest emergence.

In addition, 88.1% of the foundations for programs on childhood education have been established since 2000. The number of new foundations established each year is significantly higher than before 2000, which is basically consistent with the overall

development trend of China's third sector. However, it also indicates that most of the foundations for nonprofit projects on childhood education in China are relatively young. The foundations established within 5 years account for 37.1%, and the foundations established for 5-10 years account for 34.9%, and the foundations established for 10 years and above only account for 27.7%.

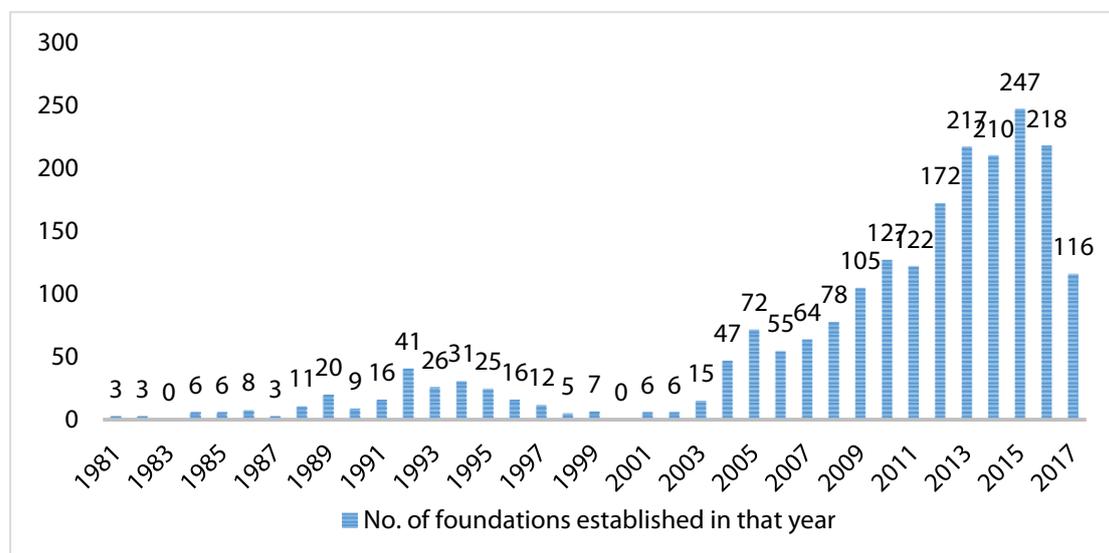


Figure 9 Time of establishment of foundations for childhood education programs in 2017

(3) Funding Scale: 22.3% of the Foundation's Philanthropic Expenditure is for Childhood Education

In 2017, the income of programs on childhood education reached 14.69 billion RMB, accounting for 26.3% of the income of all programs; the expenditure of programs on childhood education reached 11.28 billion RMB, accounting for 22.3% of the income of all programs.

From the perspective of geographical distribution, the expenditure of foundations on programs on childhood education in 2017 is basically consistent with the geographical distribution of foundations, and the development of foundation in the eastern region and west region is unbalanced. Expenditures of programs in the eastern region amounted to 9.22 billion, accounting for 81.8% of the total expenditure and program expenditure of foundations in Beijing reached 6.18 billion in 2017.



Figure 10 Geographical Distribution of Expenditure of Philanthropic Program on Childhood Education in 2017

Table 4 5 Foundations with the Largest Expenditure in Philanthropic Programs for Childhood Education in 2017

Name of Foundations	Expenditure for Childhood Education (Billion)	Main Working Areas of the Programs	Representative Programs
China Education Development Foundation	2.04	Scholarships, construction of school facilities, sports	<ul style="list-style-type: none"> ● Lottery Public Welfare Fund ● Dynamic Campus
China Guanghua Foundation	0.48	Books and other materials donation, extracurricular learning activities concerning about science and technology, information, environmental protection, etc.	<ul style="list-style-type: none"> ● Shuhai Project ● Guanghua Science and Technology Festival
China Children and Teenagers' Fund	0.39	Scholarships, child protection and rights advocacy, care for left-behind / orphan children	<ul style="list-style-type: none"> ● Spring Buds Project ● A Happy Home for Children ● Child Safety

China Youth Development Foundation	0.35	Scholarships, construction of school facilities, sports and extracurricular learning activities concerning about science and technology, information, environmental protection, etc.	<ul style="list-style-type: none"> ● The Hope Project ● Hope Primary Schools
One Foundation in Shenzhen	0.21	Post-disaster school reconstruction, child disaster prevention and safety education, special child education, child development and protection	<ul style="list-style-type: none"> ● Onederland ● Ocean Heaven

From the perspective of a single foundation, the five foundations with largest expenditures in programs for childhood education in 2017 are the China Education Development Foundation, China Guanghua Foundation, China Children and Teenagers' Fund, China Youth Development Foundation, and One Foundation in Shenzhen. Except for the One Foundation in Shenzhen which is locally registered, the other four are registered by the Ministry of Civil Affairs. Programs for childhood education in the five foundations have different areas of work and are in line with their mission and vision. For example, the One Foundation in Shenzhen focuses on disaster relief, so when it carries out childhood education programs, it will also pay special attention to the reconstruction of educational facilities after disasters, and how to carry out safety education knowledge related to disaster prevention, mitigation and relief for children

(4) Number of Programs: Nearly 50% of the Foundations Have Only Launched One Program for Childhood Education

In 2017, 94.7% of the foundations carried out no more than 9 programs for childhood education, and 43.8% of the foundations focused on operating only one program for childhood education. The five foundations with the most programs are Shanghai Charity Foundation, China Charities Aid Foundation for Children, China Foundation for Disabled Persons, Shanghai United Foundation, and Sichuan Tongxin Charity Foundation.

The reason why the above five foundations carry out a large number of childhood education programs is that the foundations often support the development of beneficiaries or beneficiary organizations through subsidies. The influence coverage is large and reproducible, including direct distribution to beneficiaries, supporting the infrastructure construction of beneficiary organizations, establishing special

funds, launching joint fundraising activities, and granting social organizations to carry out nonprofit activities. Among them, the Shanghai Charity Foundation mainly carries out programs by distributing various scholarships; the Sichuan Tongxin Charity Foundation also invests in the infrastructure construction of rural schools in addition to granting scholarships; apart from carrying out its own programs, the China Charities Aid Foundation for Children has a large number of special funds to support childhood education; the China Foundation for Disabled Persons provides the cost of rehabilitation training and special education for children with disabilities, and provides diversified special education to more disabled children through funding various social service organizations; Shanghai United Foundation promotes more philanthropic forces to support childhood education by jointly soliciting and grantmaking third-party social organizations.

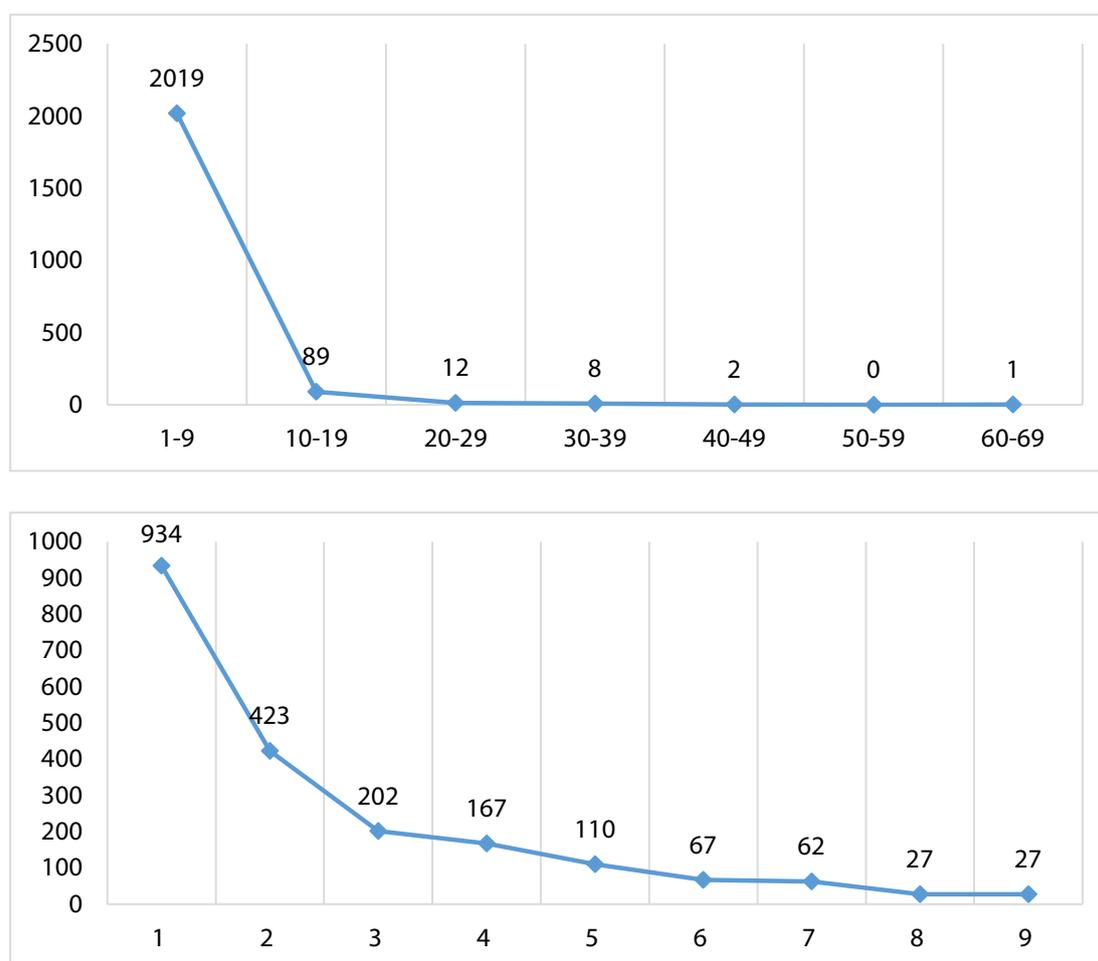


Figure 11 Number of Programs for Childhood Education Carried out by Foundations in 2017

Table 5 The Five Foundations with the Largest Number of Programs for Childhood Education in 2017

Name of Foundations	Number of Programs for Childhood Education
Shanghai Charity Foundation	64
China Charities Aid Foundation for Children	49
China Foundation for Disabled Persons	42
Shanghai United Foundation	39
Sichuan Tongxin Charity Foundation	37

2. Areas of Concern, Objects and Types of Action

In order to further understand how foundations participate in childhood education, the project team randomly selects 344 programs from 6,756 programs, i.e. 5.1% of the total, and makes an in-depth analysis from five dimensions: age, education channels, target group, types of action and competency cultivation. Through these dimensions we can explore the focus and response strategies of foundations on the issue of childhood education.

Table 6 Five Dimensions and Specific Content of Analysis

Age	Education Channels	Target Group	Types of Action	Competency Cultivation
<ul style="list-style-type: none"> ■ 0-5 ■ 6-11 ■ 12-14 	<ul style="list-style-type: none"> ■ School ■ Family ■ Society 	<ul style="list-style-type: none"> ■ Children ■ Personnel in Education System ■ Parents ■ Staff in Social Organizations ■ Volunteers 	<ul style="list-style-type: none"> ■ Funding beneficiaries ■ Funding infrastructure ■ Funding third-party organizations ■ Course/Product/Activity Development ■ Volunteer/Professional Service/Self-Help Service ■ Dissemination & Promotion ■ Research & Advocacy 	<ul style="list-style-type: none"> ■ Language ■ Science ■ Humanity and Society ■ Art ■ Sports & Health ■ Information ■ Environment ■ Financial Quotient

(1) Age: Compulsory Education Is the Main Focus, and the Proportion of Programs for Preschool Education Is Only 11.6%

According to children's age, programs for childhood education are mainly divided into three stages: 0-5 years old, 6-11 years old, and 12-14 years old, which correspond to the three stages of preschool, elementary school and junior high school education. As the sample survey shows, 51.5% of the programs focus on the stage of compulsory education, especially the education received in schools. Most of the programs guarantee the right of students to receive compulsory education by donating funds and materials directly to students and teachers or by supporting the improvement of infrastructure construction in schools. 11.6% of the programs involve preschool education, while only 3.8% are dedicated to preschool education. In addition, 36.9% of the programs have no special restrictions on children's age, such as book donations, launching extracurricular activities like piano learning and chorus, etc.

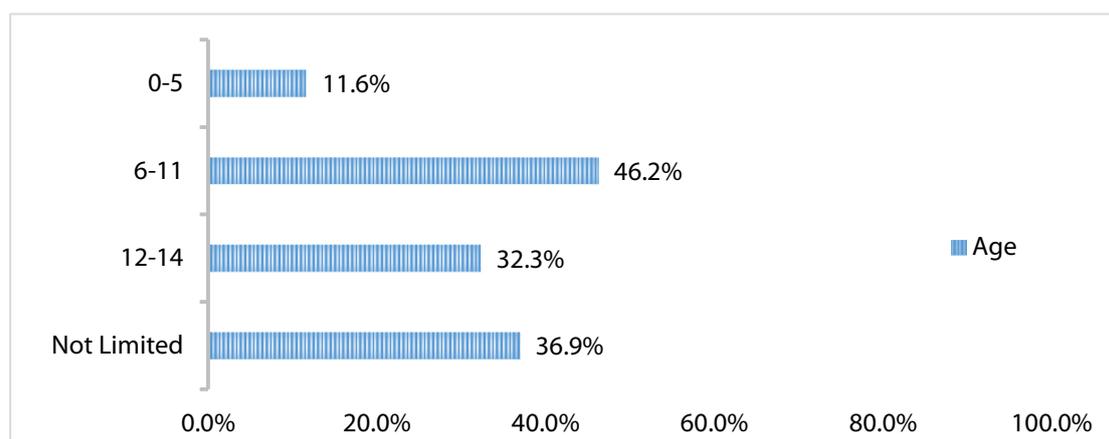


Figure 12 Distribution of Children's Age Concerned by the Programs

(2) Education Channel: 78.5% Focus on School Education and 3.8% Focus on Home Education

There are three main channels for the implementation of childhood education programs, namely, school, family and society. Although governments at all levels have done a lot of work in promoting school education, foundations still take school education as one of their concerns when it comes to childhood education programs, and 78.5% of programs focus on the education that children receive at school. As foundations are social organizations, 22.1% of their programs focus on social education, such as summer camps and summer school, in order to support students in participating in cultural, artistic and scientific education, and provide special

education and rehabilitation training for children with disabilities. Only 3.8% of the programs focus on home education. These programs promote the communication between children and parents through training of children and parents at the same time or the design of parent-child activities to improve parent-child relationship. However, the proportion of programs needs to be improved.

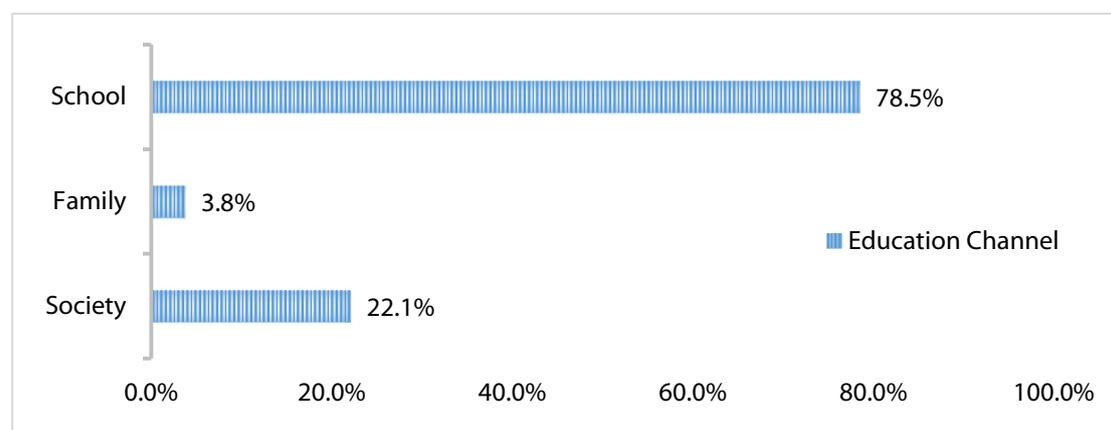


Figure 13 Distribution of Education Channel Concerned by Programs

(3) Target Group: 90.1% of Programs Directly Serve Children and Pay Less Attention to Staff and Volunteers of Social Organizations in This Field

The foundations' childhood education programs focus on children, education system staff (principals and teachers), parents (parents and other family members caring for children), staff and volunteers of social organizations for childhood education. 90.1% of the programs choose to serve the child directly. 30.4% of the programs aim to improve the quality of childhood education by serving the personnel of the education system, for example, by confirming and supporting the development of teachers through rewards, and provide professional training for rural teachers or principals to improve the teaching and management of teachers in rural schools. 6.4% of the programs focus on how to improve the ability of parents to educate their children, and 2.6% focus on the staff and volunteers of social organizations for childhood education.

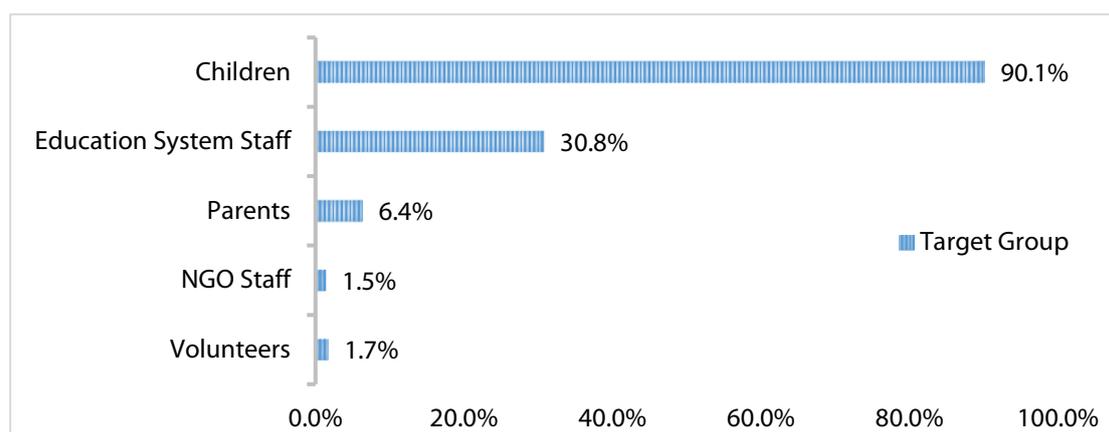


Figure 14 Distribution of Target Group Concerned by Programs

Specifically, more than half of the programs provide services to specific groups of children, including poor children, rural children, left-behind and migrant children, children with disabilities etc. The support for special groups of children reflects the foundations' efforts to promote education equity. In view of the differences in educational problems faced by different groups of children, the contents of the programs carried out by foundations are also different:

a. Rural Children. The educational problems faced by rural children are more complex, including both hardware and software problems. The hardware problems include the insufficient number of schools, the inconvenient transportation for students to go to school, the outdated teaching facilities, the lack of community education venues etc. Programs to address such problems include donation to kindergartens or primary and secondary schools, donation to build teaching buildings and kitchens in schools, or building community activities / educational centers, building bridges for the benefit of the people, etc. The software problems include insufficient number of teachers, low teaching level of teachers, and lack of quality education courses. Programs launched or supported by foundations for such issues include volunteer teaching, training for rural principals or teachers, developing and designing curriculum, etc.

b. Left-Behind Children. There is also a special group among rural children, that is, "minors under the age of 16 whose parents both are migrant workers or one of whose parents is a migrant worker and the other has no guardianship capacity."³⁹ Left-behind children may face problems of lack of family ties and supervision for they

³⁹ The State Council, Opinions of the State Council on Strengthening the Care and Protection of Children in Rural Areas, February 14, 2016, Official Website of the Central Government of the People's Republic of China, http://www.gov.cn/zhengce/content/2016-02/14/content_5041066.htm, Viewed on March 20, 2019.

are separated from their parents for a long time or are taken care of by other guardians, and thus serious mental health problems or misconduct may occur. Therefore, there are many foundations that carry out or support programs that focus on left-behind children, including emotional companionship, parent-child communication, extracurricular activities or summer camps for left-behind children, etc.

c. Migrant Children. Migrant children refer to minors who follow their parents to work in the city or in a different place. Limited by the urban-rural dual structure and the household system, it's difficult or even unable for migrant children to enjoy the public education resources of their residence places because of the inconsistency between their place of residence and the place of their household registration. They can only study in private migrant children's schools or be sent back to the countryside to become left-behind children. Migrant children living in cities may also lack of discipline and companionship because their parents are busy with work. For left-behind children, the programs launched or supported by foundations include establishing philanthropy schools, donating equipment to improve the conditions for migrant children's schools, providing art/natural/reading courses, and helping migrant children integrate into society.

d. Children with Disabilities. Children with disabilities may not be able to go to school as normal children due to physical defects, and their demand for educational content is different from that of ordinary children. As for the education of children with disabilities, foundations have initiated or supported programs such as donating or establishing various education and rehabilitation training centers, providing special teacher training and vocational skills training, mining the potential of children with special need, organizing extracurricular activities and advocating and supporting integrated education.

e. Poor Children. The main problem faced by poor children is the crisis of being out of school due to the economic difficulties of their families. Therefore, foundations mainly provide scholarships and donate of schoolbags and other materials for this kind of group to tackle these problems.

(4) Types of Action: Nearly 60% of Programs Directly Fund Beneficiaries

There are six main types of action of the foundation to deal with the issues of childhood education:

Table 7 Six Types of Action and Cases⁴⁰

Types of Action	Specific Content	Cases
Fund Beneficiaries	Scholarship & Grants	China Education Development Foundation: Lottery Public Welfare Fund
	Faculty Fellowship & Research Grants	Jack Ma Foundation in Zhejiang: Jack Ma Award for Rural Teachers
	Material Donations	China Guanghua Foundation: Shuhai Project
	Teacher's Capacity Building	Wispring Education Development Foundation in Hunan: Hongdao Project
	Nutrition Food	China Social Welfare Foundation: Free Lunch
Fund Infrastructure	Improve the Hardware Facilities in School	China Foundation for Poverty Alleviation: Kitchen of Love.
	Improve the Hardware Facilities in Community	Hupan Modou Public Welfare Foundation in Zhejiang: Nurture the Future
	Open a School	China Development Research Foundation: Village Early Education Center
Fund Other Organizations	Program Support	Shanghai United Foundation: U Building Block Project
	Daily Operation Support	Lao Niu Foundation: Lao Niu Children's Discovery Museum
Course / Product / Activity Development	Course Development	Beijing Sun Future Foundation: "Enlightenment of Love" Series of Children's Art courses
	Extra-Curriculum Activities	Yao Foundation of the China Youth Development Foundation: Basketball Season for Hope Primary School
	Educational Product Development	Beijing Sunshine Library Rural Information Public Welfare Development Center: Sunshine Box
Volunteer / Professional	Volunteer Teaching / Tutoring	Beijing Lead Foundation: Beautiful China Project

⁴⁰ The cases listed in the table may involve multiple types of action, and the classification is based on the main type of action taken by the case.

Service / Self-Help Service	Accompany in Activities	Compassion Relief Tzu Chi Foundation: New Bud Plan
	Provide Professional Training or Services (including Rehabilitation and psychological counseling)	China Red Cross Foundation: The Red Cross Angel Program
	Build a Support System	China Foundation for Poverty Alleviation: Tongban Program
Dissemination & Promotion	Promotional Activities	One Foundation in Shenzhen: Water Purification Program
	Video Filming	China Oral Health Foundation: Three-year Plan for Family Care and Children's Oral Health
Research & Advocacy	Launch Research Report	Yifang Foundation in Beijing: Public Welfare Navigation for Leftbehind Children
	Conference or Seminar	China Development Research Foundation: International Conference on Poverty Reduction and Child Development

On the whole, the main type of action for foundations is to carry out their programs directly to serve the target groups, while there are fewer programs to fund third party organizations, dissemination and promotion, research and advocacy, etc. Nearly 60% of programs for childhood education adopt direct funding for beneficiaries, including granting scholarships to students, awarding faculty fellowships to teachers, providing nutritious meals for students, and donating various materials. For both the government and foundations, it is still the main focus to ensure that children are able to receive compulsory education.

26.7% of programs for childhood education respond to the issues by developing educational courses or products and designing extracurricular activities, which is a highlight for foundations to carry out programs for childhood education. These programs help improve the quality of school education, provide students with the opportunity to receive quality education and complement the basic subject education provided by school. For example, the program, "Enlightenment of Love" Series of Children's Art courses, launched by Beijing Sun Future Foundation, aims to educate children through art learning; and the Youth and Future Experience Pavilion of Disaster Prevention in Chengdu, donated by the One Foundation in Shenzhen

mainly enhances the awareness and ability of disaster prevention and mitigation among young people through participatory learning.

23.2% of the programs provide better education for children by subsidizing the infrastructure of schools or communities, such as the Village Early Childhood Education Center Plan by China Development Research Foundation, which aims to set up kindergartens in poor villages and recruit preschool education volunteers and provide preschool education for children from 3-6. Foundations also mobilize strong community resources to recruit volunteers or professionals to provide childhood education services.

Programs that use online technology to educate children have begun to emerge. For example, Deqing County U-light Public Welfare Service Center funded by Shanghai Yunda Public Welfare Foundation provides high-quality educational resources for students in remote areas through online volunteer teaching; and Shanghai Better Education Development Center promotes its financial literacy education courses to many schools through the Internet and trains teachers for financial literacy through online platforms such as WeChat group. Online learning and community communication provide children, teachers and parents with a more convenient and open platform for learning and exchanges.

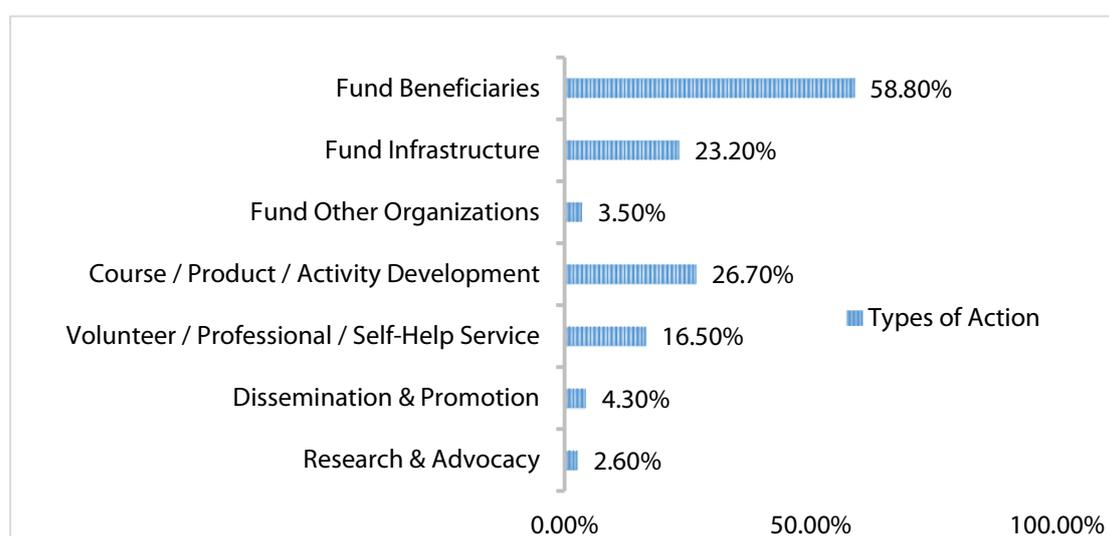


Figure 15 Distribution of Types of Action

Although there are fewer programs for research and advocacy, they play an important role in improving the industry's professionalism and increasing public attention to the issues. For example, the research on sex education for children funded by the Yifang Foundation in Beijing aims to develop sex education materials

for children from kindergarten to high school. Similar research products include the *Development Report for Children in China 2017* by China Development Research Foundation, and the *Public Welfare Navigation – Research Report and Handbook on Left-behind Children*, by the team of Special Fund for Public Welfare Exchange Industry Support from the Anna Chennault Foundation.

(5) Competency Cultivation: Sports and Health, Language, Humanities and Social Abilities Receive Most Attention

In the *Annual Report on China's Education (2017)*, scholars like Professor Liu Jian from Beijing Normal University have compiled the framework of key skills and competencies proposed by various international organizations and economies for future citizens, and extracted 18 ones from them. Considering that the content of general competencies is difficult to be judged by the program profile alone, the project team refers to the competencies in different fields to analyze the children's educational programs. These competencies include language (including reading and expression), math, science, humanity and society (including social integration and interpersonal relationship), art, sports and health (including physical and mental health), information, environment and financial quotient.

The analysis has found that, except for 42.7% of the programs have not indicated the specific children competencies they focus on, programs of foundations focus more on children's sports and health (17.4%), language (13.7%), and humanity and society (12.8%), mainly because there are a large number of programs related to reading, sports activities, and social integration.

Table 8 18 Competencies of Future Citizens

Dimensions		Competencies
Competencies in Different Fields	Competencies of Basic Field	Language, math, science, humanity and society, art, sports and health
	Competencies of Emerging Field	information, environment, financial quotient
General Competencies	Higher cognition	Critical thinking, creativity and problem solving, master learning and lifetime learning
	Personal Growth	Self-cognition and self-regulation, life planning and happy life
	Social Development	Communication and collaboration, leadership, cross-cultural and international understanding, civic responsibility and social participation

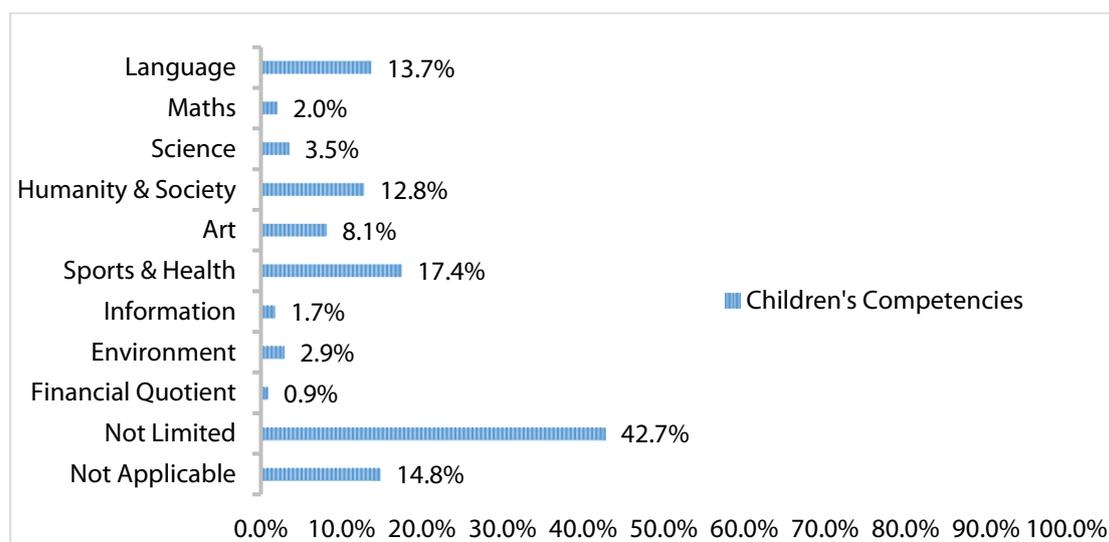


Figure 16 Distribution of Children's Competencies Concerned by Programs

3. Overview of Grantmaking Programs in Education

In recent years, China's third sector has been creating an industry environment that encourages foundations to provide effective grantmaking, and it hopes to guide foundations to transform from operating foundations to grantmaking ones, provide support for nonprofit organizations through multiple grantmaking methods, integrate industry resources, and enhance the influence of the third sector.⁴¹ To this end, the project team has tried to select grantmaking programs in childhood education for analysis in order to understand the basic situation of foundations' grants in the field of childhood education and to explore grantmaking opportunities. The grantmaking programs here mainly mean that the grants of programs are used to finance other organizations to carry out programs or to maintain their daily operation, rather than to operate the programs by the foundation itself.

According to statistics, among the 6756 programs for childhood education, there are about 151 grantmaking programs, accounting for only 2.2% of the total number of programs. This indicates that the programs for childhood education carried out by foundations are still led by operating programs, which shows the necessity to advocate for effective grantmaking.

⁴¹ Task group of Beijing Woqi Foundation, *A Preliminary Study on the Value of Grantmaking: a Review of the Cases of Grantmaking-oriented Foundations*, Intellectual Property Publishing House, March 2008, pp.4.

(2) Objects and Uses of Grants: Mainly Are Social Service Organizations for Program Support

From the perspective of grantmaking objects, 93% of grantmaking programs are used to fund various social organizations including social service agencies, foundations, and social associations, etc. Among them, 53% of grants are used in social service organizations, such as social work service centers, community service centers, left-behind children service centers, and rehabilitation centers for disabled children.

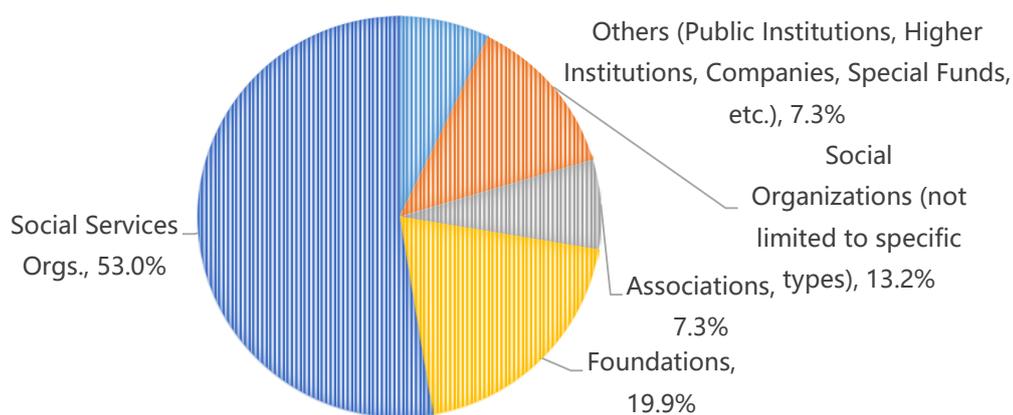


Figure 18 Distribution of Objects of Grantmaking Programs

In terms of the uses of grants, 87% of grantmaking programs are used to support organizations to carry out philanthropic programs. Generally speaking, foundations will specify the specific use of grants when granting programs. As the foundations have a deeper understanding of effective grantmaking, they come to realize that besides programs, it is necessary to ensure the healthy and sustainable functioning of social organizations by financing the daily operating expenses of the organization. In grantmaking programs for childhood education 11% of the grants are currently used to support the organizations' daily operation.

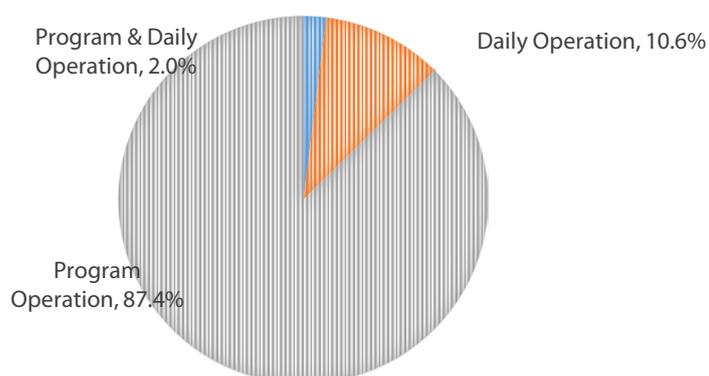


Figure 19 Uses of Grants

(3) Scale of Grants: 67% of Programs' Annual Expenditures Are Less Than 500,000 RMB

From the scale of expenditure of single program, the scale of programs in childhood education funded by foundations is mainly small and medium-sized, with annual expenditures mostly concentrated in the range of 100,000 to 500,000, accounting for 41% of all the programs in childhood education.

Excluding some compound programs with multiple small programs, the programs with the largest annual expenditure include the U Building Block Project (10.7 million) financing private programs for children in China, the Milk Aid Public Welfare Program (8.32 million) providing students with nutritious milk and nutrition knowledge, Village Early Education Center (7.2 million) focusing on the early childhood development for children from 0-6, New Citizen Program (3.78 million) focusing on migrant children's education, etc. All these programs have formed a more mature program model with a wide range of coverage.

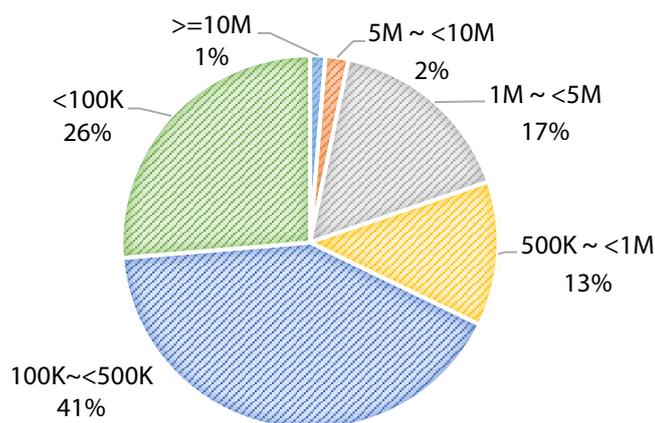


Figure 20 Scale of Program Expenditure

(4) Grantmaking Areas: Education Channels Are Mainly Based on Society, with More Emphasis on Curriculum Development and Volunteer Participation

Compared with the overall situation of childhood education programs, because the target group of the grantmaking programs are mainly social organizations, grantmaking programs pay more attention to social education (53.6%), such as the Lao Niu Children's Discovery Museum providing an experiential learning place for young children and the Shenzhen Ciwei Migrant Children's Choir, which enriches

children's extracurricular activities. However, grantmaking programs for home education (9.9%) are also deficient.

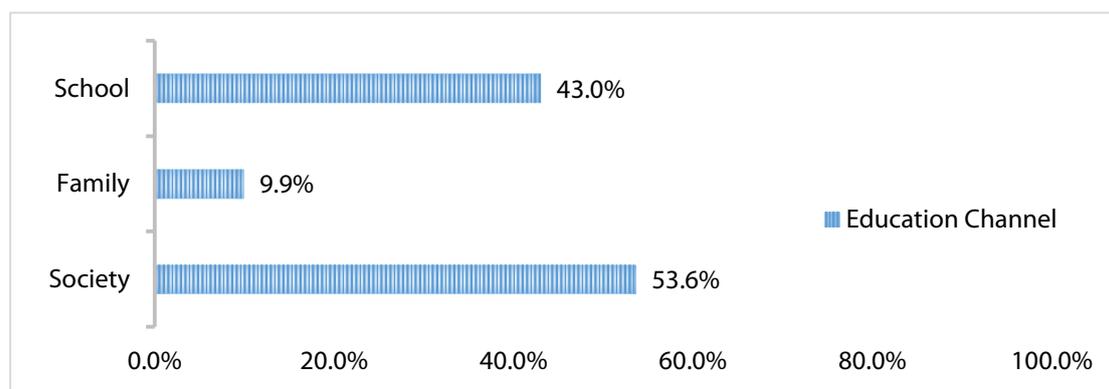


Figure 21 Educational Channels Concerned by Grantmaking Programs

In terms of the target groups, the grantmaking programs have a clearer positioning of the beneficiaries. 74.2% of the programs focus on the educational needs of specific groups of children. For example, the China Foundation for Disabled Persons funded the Beijing World of Art Brut Culture to develop an art healing program specifically for people with mental retardation in order to improve their expression skills and sense of worth through non-verbal methods such as painting.

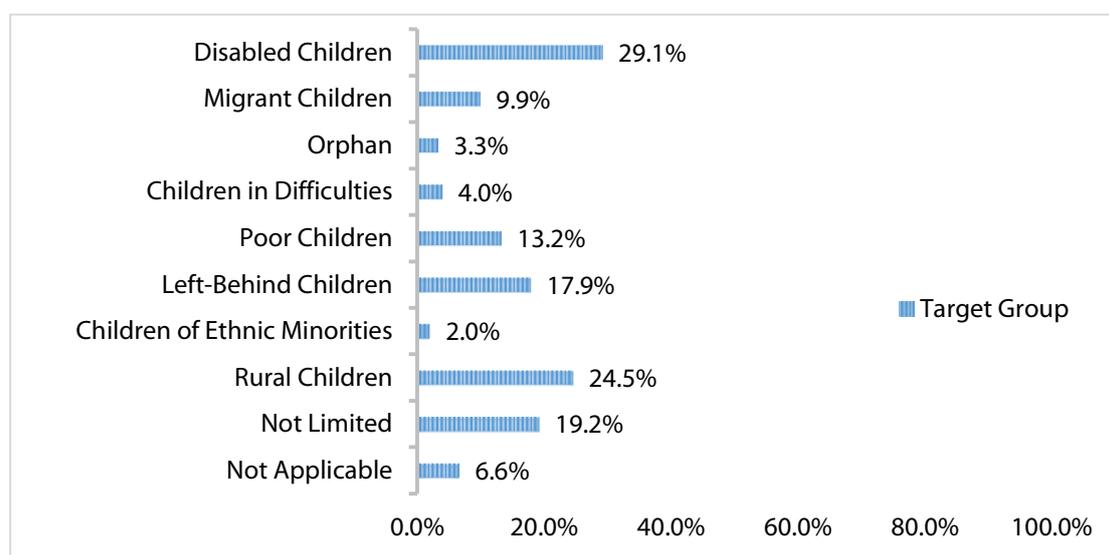


Figure 22 Classification of Children Groups for Grantmaking Programs

In terms of types of actions, grantmaking programs are more likely to support children's education through design and development of courses, educational products or extracurricular activities, such as the Young Expert on Waters Observation funded by the Fujian Zhenro Foundation, with the main purpose of

guiding children and the public to participate in water environmental protection. At the same time, the use of volunteers or professionals in grantmaking programs increase accordingly. For example, the Fujian Linwenjing Foundation has funded the local community volunteers to provide reading and cultural activities for preschool children. Grantmaking programs also pay more attention to communication promotion and research advocacy, such as the *public welfare navigation – left-behind children research report and manual* researched and written by the public welfare navigation team. The report system explores the growth needs of left-behind children and organizes corresponding solutions. The solution provides a valuable reference for programs that support left-behind children's education.

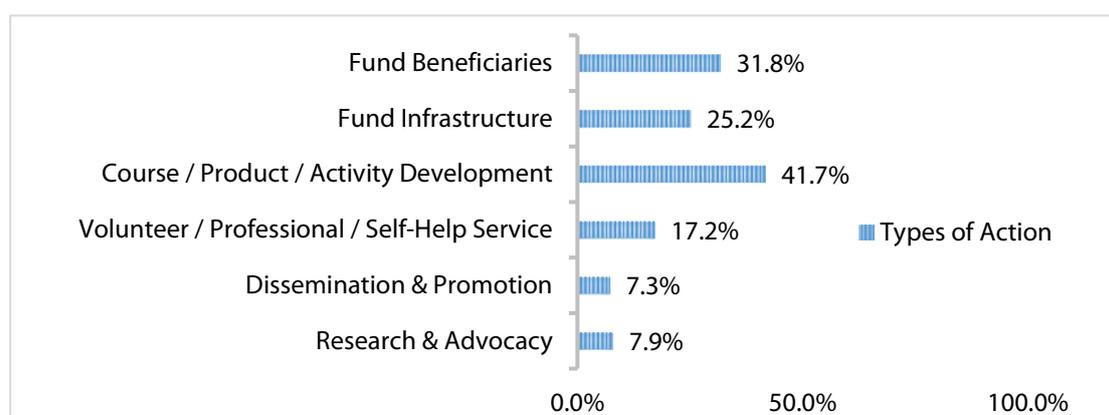


Figure 23 Distribution of Program Actions

4. Value and Challenges in Granting Childhood Education Programs

Although from the current situation, grantmaking programs in education account for only 2.2% of all programs in childhood education carried out by foundations. This report affirms the value of education grants for the development of childhood education, and believes that advocacy for effective grantmaking is an inevitable choice to promote philanthropic ecological health and long-term development. At the same time, this report also lists the challenges that foundations may face in granting education programs, which they should pay attention to when it comes to education grantmaking.

(1) The Value of Education Grantmaking

From direct services to effective grantmaking, practicing education grants bring more foundations back to the upper reaches of the philanthropic ecological chain

and give full play to foundations' advantages in integrating cross-broader resources and make full use of money and resources through grantmaking.

Second, guide the resources to the most challenging and needed areas in childhood education, e.g. early childhood development in rural areas, rural teacher training, home education, provide education opportunities for disadvantaged group.

Third, Provide long-term support to start-up or grassroots education NGOs, cultivate and accompany them to grow and make sustainable value through grantmaking.

Fourth, offer experimental opportunities for NGOs in educational innovation, therefore enrich the diversity of education.

(2) The Challenge of Education Grantmaking

First, due to historical reason, many operating foundations were transformed from NGOs, the transform in organization strategy needs changes in concept as well as service mode, thus it takes a long time to accomplish the real transformation from operating foundations to grant foundations.

Second, traditional operating programs like donation and infrastructure construction are still the major type of actions of foundations, because direct donation is easier to be implemented and delivers faster results, with low requirements for professional competency. However, grantmaking programs require more professional skills, and the team needs to understand the subdivision issues in the field of education and be familiar with the process of program implementation, and thus it takes longer time to wield influence.

Third, the understanding of the effectiveness of grantmaking in the industry has not yet been agreed. It's difficult to select and evaluate the grantmaking programs, affecting the foundations' grantmaking work. Different from the operation of commercial programs that mainly take profitability as the evaluation standard, the social influence of philanthropic programs has different references in different programs, which are difficult to be evaluated with the same standard. This makes it virtually more difficult for the foundation to carry out its grantmaking work. The difficulty, whether in the early program selection or in the later program evaluation, is challenging.

Fourth, it's not easy to find a good program in some areas in childhood education. And there are many foundations that offer grants to the same program, who has mature model and large coverage.

Chapter 5 Impact and Development trend of Foundations in China in the Field of Childhood Education

1. Impact of Foundations' Participation in Childhood Education Programs

Although foundations is not the largest number of participants in childhood education programs, it is the one with the widest scope of influence and the most diverse types of action. Whether in self-operating programs or education grantmaking, foundations have had a major impact on the development of childhood education in four areas:

(1) Increase the Diversity of Access to Education for Children and Improve the Philanthropic Ecology of Childhood Education

From the analysis of the fourth part, it can be seen that foundations have greater freedom and flexibility in the choice of action type when participating in the programs related to childhood education. The programs can be selected according to their mission and vision, as well as the ability to obtain resource in order to provide diverse solutions to tackle child education issues. For example, in improving the teaching level of rural schools, Jack Ma Foundation in Zhejiang chooses to start with teachers. Through the "Faculty Fellowship + Training" approach, it not only ensures the stability of rural teachers, but also improves the teaching ability of rural teachers, and thus guarantee that the village children can receive quality courses. While China Guanghua Foundation takes material donation as the start point and donates books to schools in remote areas through the Shuhai Project, hoping to cultivate children's reading interest and let children gain more knowledge through reading and learning. There are no difference between different programs, because childhood education is a complex issue and the needs are complex and diverse. The diversified action plan of foundations has increased the diversity of access to education for children and is conducive to improving philanthropic ecology of childhood education.

(2) Establish Cooperation Platform and Network to Promote Multi-Party Cooperation

Different from the social service organizations and associations that directly provide services, foundations as resource providers and supporters can better promote the exchange and cooperation of different participants in the philanthropic programs of childhood education through the establishment of platforms and cooperative networks. One of the typical programs is the Bridge Plan, initiated by the Western Sunshine Rural Development Foundation in Beijing. On the one hand, it is a network of start-up organizations for education programs. The Bridge Plan has funded 102 start-up organizations for education programs since 2009 and also held annually Hold "Partnership Meeting" to provide opportunities for funded organizations to communicate with each other; on the other hand, because the Bridge Plan is a joint funded program, the Western Sunshine Rural Development Foundation will help funded start-up organizations to connect with other funded foundations or corporate resources to help build bridges between social organizations or between social organizations and enterprises.⁴²

(3) Transform Program Outcomes to Promote Policy Reform

In the field of childhood education, a small number of foundations are good at transforming the program outcomes into actions through "Dissemination and Promotion" and "Research and Advocacy", promoting government policy reforms and solving education problems in a top-down approach. In 2009, at the beginning of designing the Village Early Education Center, the China Development Research Foundation has formed a process of "testing – local policy - national policy", and positioned the Village Early Education Center as a "social programs", hoping to find the solution to the problem of "lack of rural preschool education resources" through the relatively flexible funds and program operation of foundations, and then affecting the local policy and even the national policy so that the government can recognize the necessity of promotion of kindergartens in villages and promote the implementation of the plan. Similar programs include the "Free Lunch" project jointly sponsored by the China Social Welfare Foundation and more than a dozen journalists, and Preschools of the Future by the Humana People To People Program.

⁴² China Global Philanthropy Institute, "Bridge Plan", *Case Book of Programs for Childhood Education*, March 2019.

(4) Promote Development Through Reflection and Lead the Innovation of Ideas and Thinking

Some foundations' support in programs for childhood education can also promote the innovation of ideas and thinking, help educational organizations or the public to get rid of the original perspective, re-recognize the core and key issues of current childhood education, and find new solutions. Mr. Gu Yuan, founder of Aha School, mentioned at the forum, Philanthropy and Childhood Education in China, on January 15, 2019 that many educational nonprofit organizations often ignored regional differences when discussing education equality. They often viewed education equality from the perspective of city, and thought that there were only one form of equitable education. However, the understanding of the concept of education equity would affect the design and implementation of programs for organizations, and the final result might be counter-productive. The Islands Impact Accelerator Program, jointly sponsored by the Aha School and the Macao Tong Chai Charity Association, is trying to answer this question. The program is building a community dedicated to educational innovation and educational entrepreneurship, redefining educational equity in the new era, and jointly exploring effective educational models.

2. Development Trend and Areas for Grantmaking in Philanthropy for Childhood Education

(1) Early Childhood Development & Preschool Education

The current number of programs focusing on early development of children aged 0-3 and preschool education of those aged 3-6 is much lower than that of compulsory education. In fact, research in many disciplines shows that early childhood development is a crucial period for the formation of children's personal abilities, which will have an important impact on the development of people and even their offspring.⁴³ With the tilt of national policies and social resources to early development and preschool education, as well as the gradual deepening of public understanding, early development and preschool education will become the core issues of future education. Among them, how to use community resources to serve early childhood development and preschool education is particularly worthy of the foundations' attention.

⁴³ China Development Research Foundation, *Development Report for Children in China 2017*, China Development Press, December 2017, Chapter One.

(2) Home Education

Home education is an indispensable part of children's education, especially early development. The concepts and behaviors of parents and other family members will imperceptibly pass on to children. Therefore, it is necessary to guide parents to provide quality home education. Although the government has begun to promote home education, because parent education is a part of adult education, and the diversity and complexity of parents are high. Therefore, it is difficult to provide public services for home education. The proportion of programs for home education is relatively low in the programs carried out by foundations, and most of them merely provide parent-child activities. Home education programs require more resources to develop appropriate programs through scientific design and experimentation, or to impact policies through research and advocacy to provide hardware and software support.

(3) Holistic Education

In the programs for childhood education carried out by foundations, in addition to those directly grant scholarships to beneficiaries, many of them have begun to get rid of exam-oriented education, and focus on children's skills and competencies in reading, science, art, traditional culture, financial business, information, charity, mental health and social integration. The design logic behind these programs is based on the recognition of the concept of holistic education. It also responds to the understanding of childhood education in the UN Convention on the Rights of the Child, which will get more attention and promotion in the future.

(4) "Internet + Education" Programs and Products

Educational programs and products using Internet and digital technology are still emerging models. In view of the large-scale popularity of the Internet and smartphones, the occurrence of education is being transferred from offline classrooms to online courses, regional restrictions on the dissemination of knowledge have been broken, and the threshold for children to acquire new knowledge in remote areas has been lowered. In addition, open social platforms are becoming places for teachers and parents to communicate and learn from each other. The mode of "Internet +Education" is expected to become one of the important ways to promote educational equity.

(5) The Capacity of Nonprofit Organizations for Childhood Education Has Been Improved

China has a vast territory, and it is necessary to rely on the efforts of a large number of local organizations to promote the development of education in various regions. Therefore, it is particularly important to empower local nonprofit organizations for childhood education by supporting organizational development or improving the ability of staff / volunteers. At present, foundations pay less attention to the staff and volunteers of nonprofit organizations, and the proportion of supporting the daily operation of third-party organizations is also very low. Support for childhood educational nonprofit organizations, especially for people, will have a systematic and profound impact on programs for childhood education.

(6) Establish a communication platform for nonprofit organizations for childhood education

When sharing Bosch's experience in grantmaking programs, Zheng Lihui, director of the Bosch China Charity Center, has expressed that many philanthropic organizations use different methods to solve problems of childhood education in the same area, but rarely cooperate together. As a grantmaker, Bosch is looking forward to the collaboration and cooperation among organizations to solve educational problems in the same region.⁴⁴ In fact, in addition to the need for cooperation among organizations in the same region, organizations in different regions also have the need for cooperation and communication. Despite regional differences, there are many similarities in the problems of childhood education in essence. Promoting the communication among similar organizations will help to reduce the trial and error cost, and improve the efficiency of program implementation. Foundations can help support-oriented organizations in the public welfare industry to build a communication platform for childhood educational nonprofit organizations in order to explore the common problems of childhood education, or to form a more actionable alliance to take joint actions, which will have greater influence.

⁴⁴ Excerpted from the speech by Mrs. Zheng Lihui at the forum, Philanthropy and Childhood Education in China: Trends and Perspectives, held in Beijing on January 15, 2019.

Part 2

A Case Book of Programs for Childhood Education

美的教育



爱的启蒙



"Enlightenment of Love"
— A Children's Art Education Program

Sun Future Foundation

Part One: Case Guide

1. Key Words

Aesthetics; Art Education; Migrant Children; Left-behind Children

2. Abstract

“Enlightenment of Love”, a children’s art education program, devotes itself to guiding children to perceive positive affects in life and discover and express everyday affects with art. In this way, children are enlightened about the value of love while developing the ability to love, to express love, and to build up relations with themselves, the others, and the society. “Enlightenment of Love” focuses on an aesthetic education courses designed mainly for primary school students aged 6 to 12. The course comprises in-class teaching—themed on *I Love Life, I Love My Hometown, I Love Life, I Love Dreams*—and various interdisciplinary social practice activities related to art education. “Enlightenment of Love” is to help teachers by improving teaching performance in art class, school-based courses and extracurricular social activities; also, it will further involve families and communities into school art programs.

Part Two: Case Description

1. Background

(1) Policy Background

Opinions of the General Office of the State Council on Comprehensively Strengthening and Improving the Art Education Work in Schools (Gazette of the General Office of the State Council of the People’s Republic of China, No. 29, 2015) (hereafter referred to as “*Opinions*”) clearly pointed out the importance of art education: “Art education is about aesthetics, noble thoughts and state of mind. It not only improves people’s aesthetic ability but also affects their mind, tastes, emotions and temperament in a positive way. It offers encouragement and good influence. Art education, moral education, intellectual education and physical education complement and promote each other”. The State Council also set the overall goal of China’s art education, which is achieving modernization of the art education system with Chinese characteristics in 2020.

(2) Existing Problems in Art Education

In *Opinions*, the State Council pointed out that under the existing teaching system, art education fails to fulfill its function. “In general, art education is still a weak link in education cause: some regions or schools fail to recognize the educational function of art education so that they privilege intellectual education over art education, art talents over art for general students, art competitions over mass art education, thus phenomenon likes providing art classes perfunctorily, occupying art classes for other purposes, or even stopping offering art classes at all still exists; a mechanism to make overall plans and take all factors into consideration is not in place so resources including teaching staff are not properly allocated.” In fact, the failure indicates that society and parents, in a utilitarian way, cares more about admission letters, which drastically marginalized art disciplines and contributed to the problems like insufficient resources including teaching staff; and that they are result-oriented and regard art education more as a bridge leading to better higher institutions than something cultivating students’ temperament, as a result of which they privilege intellectual education over art education, and art competitions over mass art education.

Based on the aforementioned policy background and existing problems, the SFF developed “Enlightenment of Love”, a Children’s art education program, focuses on an aesthetic education course supported by a series of themed art activities. The SFF aims to advance the quality of art education, highlight Children’s affective development by improving their emotional literacy and artistic accomplishment; also it is to guide children to think about the interrelationship among people and that between family and society so as to teach them to perceive love, understand love and express love.

2. Overview

(1) Project Participants and Objectives

a. Organizer: Sun Future Foundation (SFF)

b. Funder: Laoniu Brother & Sister Foundation

c. Executive Body: Beijing Huayi Social Work Promotion Center and Chengdu Huizhi Social Work Service Center

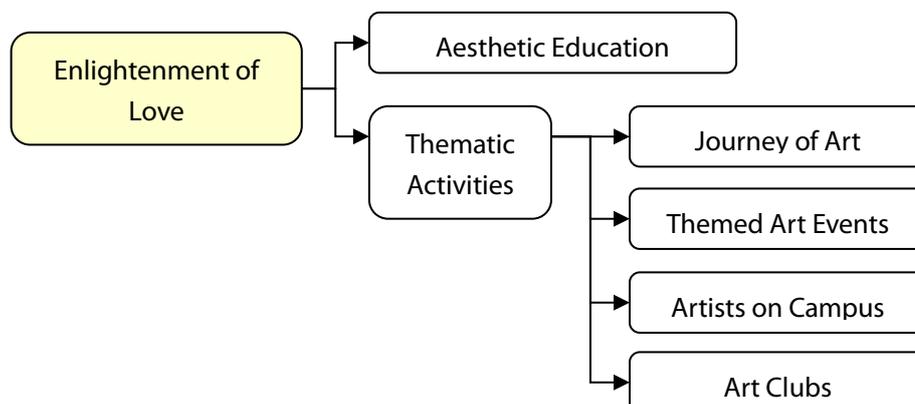
d. Objectives: The project aims to promote Children’s art education with artistic teaching and cultivate a new generation of talents with positive affects, innovative ability, aesthetic tastes and humanistic qualities. The project prioritizes under-privileged children and adolescents.



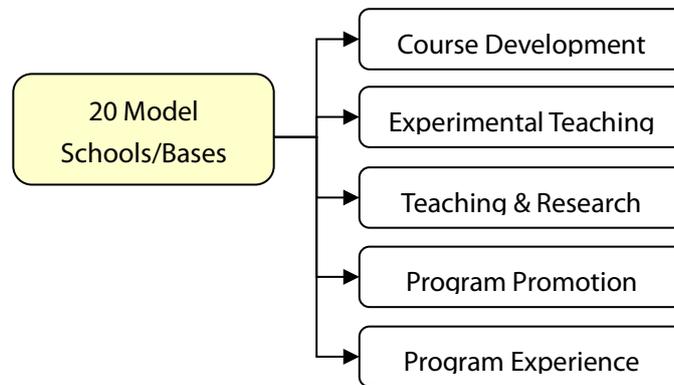
(Students’ Coursework)

(2) Project Mode

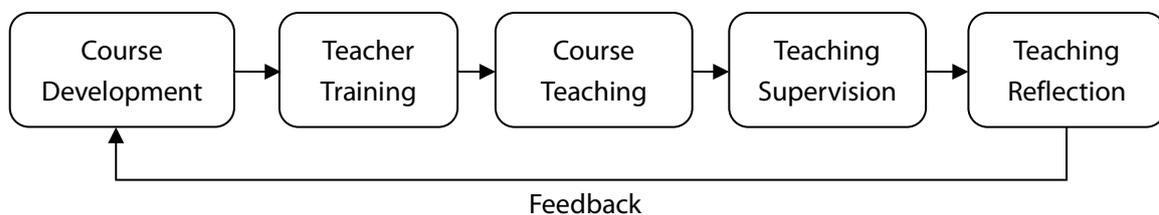
“Enlightenment of Love” program consists of two parts: the Aesthetic Education Course and the Thematic Activities. The former is to carry out an aesthetic education course themed on “Enlightenment of Love” in model schools while the latter is to organize various extracurricular art activities including Journey of Art, Themed Art Events, Artists on Campus and Art Clubs.



The Sun Future Foundation (SFF) operates course development, teaching & researching, and experimental teaching in a total of 20 model schools or bases in Beijing, Chengdu, and Xushui District of Hebei province; it also invite donors and volunteers to participate in thematic activities. All achievements from the teaching performances and thematic activities will serve as data for program promotion.



“Enlightenment of Love” program have a five-stage aesthetic education process including course development, teacher training, course teaching, courses supervision, and teaching reflection which will function as feedback to the course development stage.



(3) History

Registered in December, 2014, the SFF is now in its fifth year. The “Enlightenment of Love” program has enjoyed great development its initial stage from 2015 to 2018. The initial stage can be divided into two phases: frame design and management consolidation.

The frame design phase (2015-2016) has witnessed not only the establishment of the program’s positioning, objectives, future direction and operation strategies but also the beginning of course development and course teaching in the fall semester in September, 2015.

In 2016, the SFF held a practical activity themed on “I’m a Volunteer Projectionist” to call upon society to care for migrant children by showing the film *Biang Biang De*, a documentary focusing on the affective education of migrant children. In the same year, another eye-catching achievement was that art works of students from pilot schools were exhibited at Beijing Yan Huang Art Museum.

The year of 2017 hit the turning point as to the target beneficiaries. Externally, due to the changes in population policy, the number of schools in Beijing accessible to migrant children was decreased. Internally, the “Enlightenment of Love” program’s management model is initially formed; and the SFF readjusted its strategy and involves rural children (left-behind children) into its target beneficiary group.

In management consolidation phase (2018), the “Enlightenment of Love” program has seen the course development upgrading in an all-around way. For one thing, the SFF adopted a more scientific and rigorous management method, thus the project operation being more efficient and economical. For another, the aesthetic education course V2.0 was on the way, and it was scheduled to complete the course upgrading in 2019.

3. Features

(1) Education and Evaluation Objectives: Five Abilities

The aesthetic education course of “Enlightenment of Love” aims to cultivating a new generation of talents with positive affects, innovative ability, aesthetic tastes and humanistic qualities and to “foster character and civic virtue”. Then how students’ achievements being evaluated or whether students have achieved the expected goals? It is believed that the evaluation can be proceeded by observing children’s cognition and behavior. Based on art education theories, the course should enhance children’s abilities in five aspects — perception, imagination, expressiveness, aesthetic sense as well as creativity; the SFF also regards the five abilities as five dimensions of evaluation and part of the evaluation criteria.

(2) Main Line: Affective Education

The most important feature of the program is that it focuses more on students’ affects than on art knowledge and techniques. In each class, the teacher will, according to the theme, guide the students to think about their own experiences and the interrelationship among people and that between family and society (or

community), to perceive their affects in the themed context, and to work out their feelings and affects with art. For instance, in the lesson themed on *The Hardest-working Person in My Family*, students are required to draw not only “the person”—their own father or mother—but also “the fact of being hardest-working” in their cognitive process. In this affective experience and creative process, the SFF hopes the students to give credit for their families’ hard work and deep love, give a thought about what they can do, and take actions like doing household chores, or expressing concern to loved ones.



(I’m a Good Helper in Family by a student)

(3) Framework: Thematic Teaching

As mentioned earlier, the course comprises in-class teaching performances themed on *I Love Life, I Love Home, I Love Living, I Love Dreams*, under each of which there are closely linked units and lessons, forming a complete course system. For example, under the theme *I Love My Hometown*, there are four units: *Hometown Customs, Hometown Landscape, Photos of My Home, and Family Ties*, which are respectively talked in four lessons—*Chinese New Year, A Beautiful Spot in My Hometown, A Corner of My Home, and The Hardest-working Person in My Family*. Under the framework of thematic teaching, on the one hand, the course can be more adjustable for the theme can be flexibly changed based on time, space and external

environment. On the other hand, the course can be led in with the very theme and the lesson shall feature liveliness, vividness, and interdisciplinary integration. Take the lesson *The Ant Kingdom* for example; in addition to artistic creation, children can learn ant-related knowledge while observing ant’s appearance and group behaviors.



(Students’ artwork was exhibited in an art show at Beijing Yan Huang Art Museum)

(4) Combination of Teaching Contents and Life Experience

The course is designed to guide students to understand the themes, create affective resonance, and then do artistic creation based on their own life experience. Therefore, the combination of teaching contents and children’s life experience is crucial. In other words, affective experience is not something children “imagined”, nor something they “understand” through image, language or textual description, but a real “experience”. Only with true life experience, the course can work best and exert positive impact on children. If only told what “love” is or what they should “love”, it’ll be difficult for children to understand or form memory points, let alone have affective experience and behavioral changes. Resorting to students’ life experience, therefore, is a necessary means as well as a key feature to the course.

Part Three: Case Evaluation

1. Achievements

(1) Output Data

At the end of 2018, the number of beneficiaries is:

- a. 1,684 in the Aesthetic Education Course;
- b. 26,070 in the Journey of Art;
- c. 23,423 in the Themed Art Events;
- d. 1,590 in Artists on Campus activities.

(2) Third-Party Evaluation Results

The Evaluation Report of “Enlightenment of Love” Children’s Aesthetic Education Course (2015-2017) by the Public Art Education Center of Nanjing Normal University comes to two conclusions. For one thing, Children’s “emotional literacy” has been greatly developed; for example, they had a better understanding of “love” both in terms of expressing and perceiving love. For another, Children’s “artistic accomplishment” has been significantly improved; they show increased interest in art and enhanced art expressiveness; and they can employ art to record their own personal experiences or express their own emotions.

2. Limitations, Challenges and Suggested Solutions

(1) Limitations & Challenges

a. Challenges in Project Research and Development

“Enlightenment of Love” Children’s aesthetic education Course is designed to use art education as a carrier and affective education as a tool to guide children to perceive, understand and express love. In the end, it aims to achieve the education goal to “foster character and civic virtue”. Therefore, to make the project operating and working as planned and achieve its ultimate goals, the project will inevitably integrate art, social work (on Children’s affects) and education into one. Therefore, the challenge in project research and development lay in the difficulty to get involved experts with academic and working backgrounds in three fields; even if talents are readily recruited, it can be quite challenging to proceed with dialogue and collaboration among three different disciplines. To put it simply, the course is an interdisciplinary philanthropic innovation, thus requiring more resources and higher cost in project research and development to continuously upgrade its content.

b. Challenges in Program Evaluation

Aimed at “fostering character and civic virtue”, the program evaluation for the course is based on whether students made significant progress or changes, or whether they’ve become talents with positive affects, innovative ability, aesthetic tastes and humanistic qualities, both of which is hard to tell in a short time. Just as an old Chinese saying goes, “it takes a hundred years to rear people”. Therefore, it may take a long time to follow up and to evaluate the course.



(Teacher Training)

c. Challenges in Teacher Management and Training

With teaching as a key part of the course, “teachers” naturally play an important role in the project and their teaching performance directly affects students’ learning achievements. To ensure teachers’ performance, the SFF provides training courses for art teachers in various schools and establishes online and offline training mechanisms to enable teachers to continuously improve their teaching skills. However, it’s a challenge for the SFF to manage their involvement and stimulate enthusiasm since the teachers are staff of schools; the SFF can only operate through schools. What’s more, the project might be negatively affected due to teachers’ resignation or transferring; the course will be forced to stop if there is no substitute teacher, or it will create a fault if the substitute is not qualified.

(2) Suggested Solutions

a. Establish an Interdisciplinary Talent Bank and Develop Long-Term Cooperation

In order to carry out cross-disciplinary exploration and continuously upgrade the project, the SFF plans to establish an interdisciplinary talent bank and to develop long-term cooperation with the talents. The talent bank can provide the project development with experts of particular expertise while long-term cooperation can enable experts to better understand the interdisciplinary project and promote dialogue and collaboration among disciplines.

b. Carry out Continuous and Regular Performance Evaluation and Collect Long-Term Data

Project performance can be monitored with long-term data of regular project performance assessments. In other words, by evaluating the project’s performance every semester including course development and teaching, it’s clear whether there is any mal-operation or whether the quality of teaching is stable in the semester. With case follow-up mechanism, the stable performance output can provide for evidences of argument, influence and effectiveness for the project achievements.

c. Establish Teacher Echelons and Work with Schools to Establish an Incentive System

To develop teachers’ performance and enhance their sense of involvement and acceptance, it is useful to establish teacher echelons based on teachers’ working years and teaching results: those on the upper echelon are ones with rich teaching experiences and fruitful results, while the lower ones with less teaching experiences and fruitful results; the former are models and leading figures who train new teachers or share experiences. Also, an incentive system has to be established on the same basis to stimulate teaching staff to be more involved and to continually improve themselves.

(Written by JyunJia Shiu)





Lao Niu Children's Discovery Museum

Inner Mongolia Lao Niu Foundation

Part One: Case Guide

1. Key Words

Early Childhood Education; Family Education; Innovative; Interactive; Exemplary

2. Abstract

“Lao Niu Children’s Discovery Museum” project is a 0-to-7-year-old early childhood education project initiated by the Inner Mongolia Lao Niu Foundation (hereinafter referred to as the “Lao Niu Foundation”) for children aged 0 to 7. By introducing an internationally advanced concept of children’s museum and adopting an innovative nonprofit practice mode, the project combines China’s excellent traditional culture and the reality of educational development, establishes an innovative, interactive and exemplary exploration museum for Chinese children, and provides children and parents with a new form of off-campus learning. Together with Hohhot Municipal Government, China National Children’s Center (CNCC), and China Philanthropy Research Institute of Beijing Normal University, the Lao Niu Foundation has successfully established CNCC Lao Niu Children’s Discovery Museum (or “Beijing Museum” for short) and Hohhot Lao Niu Children’s Discovery Museum (or “Hohhot Museum” for short). Meanwhile, the Hong Kong Children’s Discovery Museum has successfully put into operation while the Children’s Exhibition project in cooperation with the Shanghai Science and Technology Museum has also been launched.

Part Two: Case Description

1. Background

The project aims to solve the problem of insufficient investment in philanthropic resources in preschool education in China, and promote the reform of preschool education in China in the form of philanthropy.

As an old Chinese saying goes, “You may figure out a person’s future from his childhood.” Early childhood education is very important for children’s growth, and early childhood education investment can also produce the greatest social benefits. According to the research report on education investments and social returns by James J. Heckman, Nobel economics laureate and professor of Economics in the University of Chicago, compared with those into primary education, secondary education and university education, the social return on investment of early childhood education can reach up to 13%; and as the age increases, the input-output

ratio of education is getting lower and lower. It can be seen that investing in developing and integrating early childhood educational resources can bring the greatest social benefits.

According to the Association of American Children's Museums, "Children's museums are places where children learn through play and exploration in environments designed just for them". They are dedicated to building a fun, interactive learning experience that provides all children with a place to "learn through play" with their parents in an increasingly complex world. Originated in the United States in 1899, the children's museum has become the fastest-growing museum form since the 1960s. It has gradually become popular around the world. There are currently about 400 children's museums around the world. A children's museum is dedicated to children and families and is committed to leading and advancing the transformation and innovation of child education. A number of empirical studies have been conducted by international academic venues to explore and validate children's museums' learning value for children and their significance in promoting interaction between parents and children and in revitalization and economic and cultural contribution to cities.

As stated in *Opinions of the State Council of the Communist Party of China on Deepening Reforms and Standardization of Preschool Education* in November 2018, in China, "preschool education is still a weak point of the entire education system and features insufficient and imbalanced development." For one thing, resource under-investment by the Chinese government and non-profit organizations has led to excessive marketization of preschool education, unequal or even zero preschool education opportunities for vulnerable children, and limited learning resources of parental upbringing. For another, family education needs to be actively guided for parents get lost in purchasing education services due to fierce commercial competition and preschool children are arranged to take excessive and advanced lessons against children's scientific development.

Children's museum can not only cultivate future talents through innovative and scientific education, but also, as a philanthropic force, assume more social responsibilities by providing free educational resources for special crowd and low-income people to promote equity in education, and by providing teacher training and parental guidance to create a more suitable environment for children.

2. Overview

(1) Partner Introduction

The project was implemented by Children's Museum Research Center and Beijing Pedology Charity Foundation. The former is under Beijing Normal University's China Philanthropy Research Institute and devotes itself to the research and promotion of children's museum education through industry research, personnel training and international exchanges. The latter is a foundation registered in Beijing civil affairs bureau, and who advocates children's active exploration and interactive learning, encourages parents to accompany their children by playing quality games, and promotes quality learning resources to more children through Lao Niu Children's Discovery Museum project.

(2) Project Mode

Concepts including learning, interaction, happiness, playing, creativity, imagination, exploration, children and family, and diversity, are the key to the mission of children's museum, allowing children to fully release their imagination and creativity in playing experience and interaction. Different from traditional museums, every item in children's museum is closely related to quality games and can be touched and operated. Through special design and meticulous manufacturing, children can develop curiosity, cognitive ability, sports competence as well as social interaction skills through "play" in a safe and comfortable environment while engaging in a wide range of education content such as art, humanities, history, science, engineering, technology and mathematics.

Lao Niu Children's Discovery Museum is established on scientific educational theories advocated by psychologists and educators such as Dewey, Montessori, Piaget, and Reggio. It believes that "education is child-centered"; that "education content and methods should be in line with children's interests and development"; that "learning content should be linked to children's real life"; that "environment is a teacher who does not speak"; and that "children gain psychological development in hands-on operation". It designs projects based on the interests and the development needs of Chinese children aged 0 to 7, where children lead their games, select the game's content according to their own interests and carry out activities to their own beat and in a way they like.

With environmental cues, the Museum helps parents understand and guide

children's behaviors properly in the right time and promote children's smooth progress to the next stage of development. Various environmental materials can stimulate children's sensory experience and contribute to children's exploration activities. Through diverse exploration activities, children get to know things and the relationship among things, thus grasping and creatively employing rules and characteristics of things in various ways.

The design of the project content is centered on the children themselves—their body and health, their abilities, their relationship with others, their own influence on others, their surroundings and the relationships and laws in them (life, physics, mathematics, etc.), their social institutions and functions, their occupations, their national culture and art, their impact on society and development of the world—a process from “the individuals” to “the collective”.

As an example, Hohhot Museum, co-built by Lao Niu Foundation and Hohhot Municipal Government, is a comprehensive venue integrating children education, training, exhibition and other functions. Its architecture and exhibitions are all designed under world-class standard by Cambridge Seven Associates (C7A), a professional children's museum design company with more than 50 years of experience. The museum is characterized with its unique, beautiful and childlike streamlined appearance. Its affiliated kindergartens, public welfare plazas, underground parking lots and other supporting facilities are all designed according to characteristics of children at various ages, featuring high integrity and consistency. .

Hohhot Museum covers a total ground area of 25,861 square meters and a total construction area of about 72,000 square meters. Its Children's Discovery Museum, with an area of over 25,000 square meters, has two venues—A1 and A2, each of which can accommodate 1,000 people per session. A1 is for children from 0 to 7 years old and their parents. Besides the “My Darling Baby” area which is designed for children under 3 years old, there are other seven space-themed exhibition areas where children get to know from themselves to their family, their city, their region, their country, the world and then the entire space universe. A1 covers child learning and development contents falling into five areas: health, language, society, science and art.

Hohhot Museum is constructed on land and other resources provided by the Hohhot Municipal Government. The design of all buildings and exhibitions, the construction of the first floor of A1 and the preparatory costs for the preliminary construction are

all sponsored by Lao Niu Foundation with a donation of RMB 130million (roughly USD 18.77million). And the museum is operated by a professional third-party social organization after construction.



(Model for Hohhot Museum)

In the future, combined with the current situation of China's educational development, the educational concept of the Children's Discovery Museum will be widely promoted in various forms, bringing quality education resources to more children and families.

(3) History

Lao Niu Children's Discovery Museum project started from an accidental chance during the environment protection project visit to the United States of Mr. Niu Gensheng—founder and honorary president of Lao Niu Foundation—in late 2011. Mr. Niu visited local children's museum and was greatly touched for he found that the experiencing and interactive education has not been popularized in China. He wanted to introduce this education mode into China and popularize it as a philanthropic project to benefit Chinese children.

By introducing an internationally advanced design concept of children's museum and adopting an innovative nonprofit practice mode, the project combines China's excellent traditional culture and the reality of educational development, establishes an innovative, interactive and exemplary exploration museum for Chinese children, and provides children and parents with a new form of off-campus learning. The educational philosophy of the project is to enable children to gain a correct understanding of the world through practice, observation and discovery; to grasp the accurate judgment of things through trial, exploration and thinking; to be confident in the interactive exhibits and independent learning; to be more creative

and imaginative in the unlimited learning environment; to understand this diverse world and form correct values in activities; and to accept challenges, tap potential, and build combatant spirit through rightful guidance.



(Mr. Niu Gensheng at the Children's Museum)

At present, Lao Niu Children's Discovery Museums in Beijing, Hohhot and Hong Kong have been opened to the public, and cooperation project with the Shanghai Science and Technology Museum has also started. These projects all aim to create innovative, interactive and exemplary children's education bases in a philanthropic manner. At the same time, in order to achieve project goal, in April 2013, Lao Niu Foundation donated funds to establish the Children's Museum Research Center under the China Philanthropy Research Institute of Beijing Normal University, which is mainly responsible for project management, talent training and related research work. In May 2018, Lao Niu Foundation made another donation to establish Beijing Early Learning Foundation to make project design, cooperation and management more professional.

3. Features

(1) Localizing Innovative International Education Concept in Local Practice

At present, children's education projects in regular and sci-tech museums in China mostly demonstrate as traditional exhibitions, explanations, and lecture-style educational activities, lacking hands-on exploration as well as an open and interactive experience. By introducing an internationally advanced educational concept, the project combines China's excellent educational inheritance and establishes local scientific and practical projects for children and their family. It advocates open, hands-on and exploratory learning, and it inspires children's

curiosity, imagination, creativity and a lifelong learning experience.

(2) Working Innovatively Through Multi-Party Cooperation Mode

Through the cooperation of the government, enterprises and nonprofit organizations, CNCC Lao Niu Children's Discovery Museum and Hohhot Lao Niu Children's Discovery Museum have achieved innovation in the cooperation mode, contributing to the construction and operation of two innovative educational venues and gaining approval and recognition from government officials on various levels and from professionals in nonprofit and education sectors. From planning, construction to operation, the project has become an effective platform for all institutions in education, nonprofit and museum sectors.

(3) Connecting Community Residents for Harmony

As an innovative mode of community education, Lao Niu Children's Discovery Museum actively promotes cultural communication and community harmony in local area. Children are the easiest topic to connect residents in the community. The project places great emphasis on the connection with the community. In the initial planning and construction, the community members are invited to participate in discussions extensively from how the exhibition design reflects the community's characteristics to how the community can be encouraged to take part in the educational activities after the museum is put into operation. Residents can enhance their sense of belonging and improve the community's cohesiveness through a deep participation in the museum's construction and operation. The museum is rich in exhibition contents, thus better integrating various early childhood education and child care resources of the community and building up the community culture.

(4) Building the Best Inclusive Education Platform for Disadvantaged Children

Play is the nature of all children. In a children-centered, children-oriented exploration museum, children with physical and mental disabilities can feel safe and friendly, and can fully engage in a wonderful exploration and learning experience with normal children. The project has made a useful attempt in inclusive education. Since its operation three years ago, CNCC Lao Niu Children's Discovery Museum has cooperated with Beijing Federation of the Disabled and many other social organizations serving vulnerable children and offered more than 1,000 vulnerable

children free access to the venue and its activities. In the future, the project team will further develop courses to help vulnerable children with exploration learning and practice and advocate inclusive education through educational activities.

Part Three: Case Evaluation

1. Achievements

(1) CNCC Lao Niu Children's Discovery Museum (or "Beijing Museum" for Short)

Beijing Museum has received more than 610,000 visitors since put into operation on the International Children's Day in 2015. Over 1,000 units have paid a visit here. During holidays, the venue can be such a popular site that tickets would be hard to get. Featuring cooperation, innovation, and advanced experience, it is highly praised by relevant state leaders. The project won the "Nomination Award" of the 9th China Charity Award held by the Ministry of Civil Affairs and reaped award in the Top 100 of the 4th Charity Project Competition in China. In 2016, it was entitled the "National Scientific Popularization Advanced Collective" by the Ministry of Science and Technology, the Publicity Department of Central Committee, and the China Association for Science and Technology.



(2) Hohhot Lao Niu Children's Discovery Museum (or "Hohhot Museum" for Short)

During its trial operation from May 31st to December 31st, 2018, Hohhot Museum has been opened to the public for more than 110 days, receiving over 37,000 visitors. After officially put into operation, it is anticipated to serve 500,000 visitors annually.



(3) Hong Kong Children's Discovery Museum (or "Hong Kong Museum" for Short)

With support of Lao Niu Foundation and Lao Niu Children's Discovery Museum project, the Hong Kong Museum was officially opened in September 2018. As the first children's discovery museum in Hong Kong, the venue is mainly for children under 10 years old and their families. It is expected to receive 100,000 visitors per year after it is put into operation. Hong Kong is the third city to launch children's discovery museum after Beijing and Hohhot.



(4) Conduct An Empirical Study

Lao Niu Foundation, together with the China Education Research Center of Columbia University School of Education and the Children's Museum Research Center of China Philanthropy Research Institute at Beijing Normal University, conducted an empirical study on the educational and social impact of the Children's Museum in China. Random intervention experimental research was used as a core research method to ensure scientificity and objectivity. In the formal experiment, 300 samples of the family mode and of the kindergarten mode were taken, and each mode was randomly grouped into an experimental group (intervention group) and a control group. Children in the experimental group went to the Children's Discovery Museum every other week for a total of 18 times in two semesters. The nearly 600 sampling children mentioned above were evaluated before and after the experiment about their development outcomes such as creativity, cognition, language, scientific literacy and problem-solving skills. The empirical results of large-scale randomized intervention experiments show that in family model, the activities of Lao Niu Children's Discovery Museum have improved children's cognitive ability, self-confidence, creativity, problem-solving ability and scientific literacy of children to

some extent. While in kindergarten model, the results show that children's regular visit to the museum under teacher's guidance, including participation in the half-hour themed course offered by the museum and free exploration activities afterwards, helps improve their fluency of thinking, cognitive ability and problem solving skills. The study is the first empirical study of the children's museum in China, which fills the gap in domestic research. Preliminary results show that the children's museum plays a significant role in promoting children's ability development. The research report will be published in 2019.

2. Limitations, Challenges & Suggested Solutions

On the one hand, the project's current cooperation mode is based on hardware investment, thus demanding large venues, professional teams as well as generous donating partners. A number of museums, sci-tech museums, children's centers and other cultural and educational institutions hope to launch the education project of "Lao Niu Children's Discovery Museum" as soon as possible, but in the near future it will not be available due to limited hardware investment.

On the other hand, with the gradual increase in the number of projects already underway, existing partners also need follow-up operational support to ensure that the project can continuously improve its professionalism and better serve children and families. While reducing hardware donation in the early stage of the project, it is required to strengthen guidance in coming operation period to help reduce investment risk and enhance the long-term impact of the donations.





"Dream Building" Project

Wispring Education Development Foundation

Part One: Case Guide

1. Key Words

Mountainous Area Students; Long-term Companionship; Spiritual Growth, Inheritance and Appreciation

2. Abstract

The “Dream Building” project aims to provide financial assistance to the students in the impoverished mountainous areas of western Hunan province while paying more attention to their inner world. With long-term companionship and emotional support, it makes efforts to let students, while learning knowledge, have a healthy inner world and a happy and warm school life. The project promotes work in all areas by drawing upon the experience gained on key points and hopes to gradually alleviate and solve the current education problems in the area, improve local education status quo and promote its development.

Part Two: Case Description

1. Background

Field investigations conducted by Wispring Education Development Foundation (Hereafter referred to as WEDF) suggest that the main educational problems faced by the poor mountainous areas in western Hunan include

- Some students from poverty-stricken family are unable to attend school and enjoy the right to receive education;
- Due to the unbalanced distribution of educational resources, top students in mountainous areas have been rewarded with scholarships from schools in the surrounding urban areas, resulting in a decline in the overall teaching quality in mountainous areas;
- The proportion of left-behind children is increasing; for example, those in the Tongdao County of Hunan’s Huaihua City accounted for more 80% of the total number of children.

According to Tencent’s Charity Channel, the crime rate of left-behind children in China accounts for 70% of juvenile crimes and is on the rise; criminal offences against left-behind children such as trafficking, sexual assault and ill-treatment have also

occurred frequently. For example, since 2015, the public security organizations of the Juxian County of Shandong’s Rizhao City have investigated and handled 157 crime cases by left-behind children; in towns such as Longshan, Qishan and Lushan of the county, left-behind children committed a significant number of stealing and looting, which seriously affected local security. Therefore, it’s urgent to find a way to help these left-behind children with a sound psychological condition and healthy growth process.

2. Overview

(1) Project Participants and Objectives

a. Executive Body: Wispring Education Development Foundation (WEDF)

b. Partner Organizations: schools (the carriers) cooperated with the WEDF, nonprofit partners (cooperator and project content providers), the WEDF Students’ Association (beneficiaries and project content providers)

c. Objectives: The project aims to act as rural children’s companions, build a personality development school that covers students in middle school, high school and college, and help children from mountainous areas who are willing to change their life through education to realize their dreams and become ones with kind heart, complete personality, ability to integrate into the future society, and willingness to give back to the society and their hometowns.

(2) Project Mode

The WEDF has always adhered to the philanthropic philosophy of helping rural children get a better education, which means a quality education rather than the access to education. With such a simple initial intention, the WEDF chose to pay attention to the growth of rural children through “financial support” and “emotional care”; the former alleviates the economic difficulties of some poor families by offering scholarships so that rural children can afford to receive education; the latter creates a long-term companion system which provides rural children more companionship and attention besides access to more equitable educational resources and opportunities.

In a county, the WEDF establishes a scholarship or a financial aid program in pilot schools for a small number of children from poor family but with excellent academic

performance. The awarded students are also an example for other students.

Companionship in Primary and Secondary School

a. Financial Support: The WEDF establishes a scholarship or financial aid programs to provide support for the students from mountainous areas to pursue their education.

(a) Scholarships: The WEDF adheres to the principle of “choosing the poor one out of the top students” to financially reward students from the relatively poor families and encourage them to study harder. Also, it is to create a better learning atmosphere and improve the quality of school teaching.

(b) Financial Aid Programs: The WEDF adheres to the principle of “choosing the top one out of the poor students”. As for those who are from particularly poor family but a little bit under academic requirements of the scholarship program, it tends to select some who are motivated and have relatively better grades, to encourage them to study harder and change the life of themselves and their family.



b. Emotional Care: The WEDF carries out activities like Growth Camp, Wispring Practice, WEDF Students’ Inheritance Program as well as Local Companion Care

Mechanism and offers support for the healthy growth of students in mountainous areas.

The WEDF aims to provide financial assistance to students in the mountainous areas while paying more attention to their inner world. A variety of growth camp activities, exchanges, symposiums and visits are carried out to teach students to be grateful, more confident and cheerful. The “Dream Building” project provides different emotional care activities in different stages.

(a) Rural Children’s Growth Camp

The WEDF Rural Children’s Growth Camp is an important program of the Emotional Care Plan. It designs diverse activities according to the growth needs of students at each stage. The WEDF hopes that its students can see a different world, get to know different people, learn different ways of thinking, become knowledgeable and competent, and lay foundation for their future development.

Types of Growth Camps	Target Group	Activity Site	Goal
Rural Training Camp	Grade 7	Villages with WEDF program	Get to Know Rural Areas
Friendship Summer Camp	Grade 9	County Town with WEDF program	Get to Know Communities
City Practice Camp	Grade 10	Changsha, Hunan	Get to Know Cities
Philanthropic Growth Camp	Grade 12	Beijing	Get to Know Philanthropy

(b) Wispring Practice

At the beginning of each spring and autumn semester, the WEDF’s board members would lead teams of donors, volunteers and staff to visit schools and poor students aided by the “Dream Building” project. In this way, the team gets to know students’ living and learning conditions and encourage them in the new semester.

(c) Spark Program: A WEDF Students’ Inheritance Program

An aid group has been established between the WEDF students who entered universities and those still in middle schools. During summer and winter vacations, university students come to the middle schools to share their growth experiences or to the students’ home to illustrate how WEDF helps the students and their parents,

communicates with them and builds long-term mutual growth plan. For the left-behind children who have long lacked parental care, these seniors and schoolmates have become brothers and sisters to whom they can share their thoughts and happiness.

(d) Daily Care of Local Companion

At each and every involved school, the “Dream Building” project appoints a local companion, or the “Dream Counselor” (a volunteer from local school) to manage the operation of the project. The counselor helps to provide both financial support and emotional care by giving away scholarships to students in time each semester, communicating with the students on a daily basis, organizing the school’s WEDF students to participate in reading and sharing activities, and timely getting to know and caring about the students’ learning and living conditions.

Companionship in College: Growth and Appreciation

After entering the university, the WEDF students will join the WEDF Student Association (hereafter referred to as “the Association”) founded by the WEDF university students. Since the establishment in 2012, it has carried out a series of activities to unite WEDF university students distributed throughout the country, thus being a new practice of the long-term companionship and inheritance. The Association, positioned as a college club dedicated to philanthropic inheritance and growth in skills, provides skill training and general knowledge study opportunities, advocates communication and inheritance activities among the WEDF students, and encourage college students to launch charitable projects on their own to foster social responsibility and philanthropic awareness. At present, the WEDF university students have become the most important source of volunteer for the WEDF. At present, the Association has set up three major programs:

a. WEDF Students’ Home focuses on the management and growth of the Association, which at present has 51 branches falling into three sub-associations—Central China, North China and East China based respectively in Changsha, Beijing and Shanghai. The Association, through team building activities and internal system management and construction, has become a platform of inheritance for WEDF university students.

b. Talents Fund offers systematic financial help to the WEDF students who can’t afford all the academic expenses when pursuing bachelor’s or master’s degree at

home or abroad. Adhering to the philosophies like “active application”, as well as “contributing volunteer service time” and “long-term repayment of principal capital”, the Fund enables them to complete their education and cultivates their conscious activities and sense of responsibility.

c. Philanthropic Awareness Inheritance: At present, the Spark Program and the Light Program initiated and established by the university students of the Association aim to promote and practice philanthropic spirit. More than 2,000 college students have participated in these programs.



(3) History

Established in 2008, the WEDF originally aimed to “expand the teachings, achieve the great goal, increase wisdom and inspire talents” and was determined to cultivate outstanding rural children into talents with scholarship project designated for poor top rural students. In 2010, the WEDF changed its aim as to “expand the teachings, achieve the great goal, increase wisdom and inspire students” and shifted its attention to the development of rural Children’s personality and growth experiences.

There are many influencing factors for the growth of rural children. The WEDF has established scholarships and developed different growth camps based on different growth needs in the secondary schools to offer rural children quality education. It helps them to get to know rural areas, communities, cities and philanthropy and to grow healthily with a better understanding of themselves and the society. In the five

years from 2009 to 2014, the WEDF has developed camps suitable for rural children in different growing stages.

Since growth is a long term process, the WEDF’s project develops as the rural children grow. In 2012, the Association was established as a self-managing team with the concept of growth and inheritance. It focuses on the companionship for and ability growth of WEDF university students, and promotes the development of rural education through philanthropic projects.

In the future, the WEDF will continue to explore how to provide best companionship and advocate the inheritance of philanthropic spirit in rural students.



3. Features

The “Dream Building” project set up different companionship and growth systems by focusing on different growth and development needs of rural children in various stages from primary school to the university. It helps rural children grow healthily and advocates the philanthropic concept of “from helping oneself to helping others”.

Part Three: Case Evaluation

1. Achievements

As of December 2018, the “Dream Building” project has been carried out in 90 long-term cooperative schools in 11 counties in Hunan Province. During the 10 years since its establishment, the project has provided long-term financial help for about 3,500 rural students, among which 3,198 received direct aid 7,761 times. In terms of emotional care, 3,150 participated in a total of 34 village children’s growth camps; Wispring Practice including home visits and discussions has involved more than 16,400 students. As of December 2018, 881 rural children had successfully entered the university. During the decade, about 2,842 WEDF university students have participated in the WEDF charity events, providing charitable service as long as more than 200,000 hours.

During the decade, the “Dream Building” project has gradually developed a “Dream Building Center” in each cooperative county by local volunteer companions who are teachers of each partner school. These volunteers provide daily companionship and project management. There are currently nine dream-building centers.

The ten years’ companionship from WEDF directly served 3,500 rural children while indirectly influencing more than 100,000. The WEDF students not only successfully complete their education but, more importantly, achieve better growth and gradually begin to inherit the philanthropic spirit. More than 60% of the WEDF university students currently participate in the WEDF philanthropic project each year and serve the development of rural education in person. At present, the WEDF university students have become the core part of WEDF volunteers. According to interviews with college students, it is agreed that WEDF students have obvious advantages in terms of empathy, sense of responsibility, and sense of social responsibility.

In 2015, the “Dream Building” project was awarded the “Most Influential Charity Project” at the 3rd Hunan Charity Awards. In 2016, the WEDF’s in Liling County Office was designated as a Collaborative Student Aid Base by the United Front Work Department of the Hunan Provincial Party Committee and reaped the Collaborative Student Aid Award.



2. Limitations, Challenges and Suggested Solutions

The biggest challenge is the cultivation and development of local companions who work as one of the most important forces for the growth and development of rural children. In the past 10 years, a local companion team consists director of dream-building center and the dream counselors has been set up, but the effective companion content needs to be improved. In the future, the WEDF will continue to make progress in the following two ways: strengthen companion team building in dream-building centers and build quality local volunteer team; develop a daily system for local companions to improve the effectiveness of companionship.

(Written by Hu Zhihui)





Supporting Adolescent Girls' Future through
Education and Financial Skills Project in Yunnan

Plan International Inc. Shaanxi Representative Office

Part One: Case Introduction

1. Key Words

Midwest Region; Adolescent Girl; Education and Development; Life Skills Training; Financial Education

2. Abstract

In October 2014, "Supporting Adolescent Girls' Future through Education and Financial Skills Project in Yunnan", funded by Credit Suisse and Plan International UK, was co-organized by Plan International, Be Better, as well as government departments of Guangnan County in Yunnan province including Guangnan Education Bureau and Guangnan Women's Federation. In October 2017, the project was further replicated in Yunnan's Funing County. The project aims to ensure that marginalized adolescent girls are supported to successfully transition to higher level of education and are better prepared for decent work opportunities through life skills and financial education training, career guidance and financial support.

Part Two: Case Description

1. Background

Driven by the rapid social and economic development as well as the government targeted poverty alleviation policy, China has achieved remarkable results in the sustainable development goal of poverty eradication. However, there still exists remarkable regional social and economic imbalance and regional disparity between the east and the west. Adolescents in central and western minority regions, especially girls, lack of opportunities in education and self-development, and are in a more distressing situation.

Among many difficulties faced by adolescents in the rural areas of the central and western regions, the growingly severe problems in education and self-development include the high dropout rate and the issue of leaving campus early to enter the social or job market. According to the Rural Education Action Plan Project (REAP) which conducted a large number of surveys in poor rural areas in the central and western regions, the cumulative dropout rate in the secondary school (including junior high, senior high and secondary vocational schools) here is as high as 63%, of which about half happens in junior high⁴⁵.

⁴⁵ <https://reap.fsi.stanford.edu/node/218663>

In Guangnan County of Wenshan Prefecture in Yunnan Province, where the Plan International's project was carried out, 61.8% of its population are ethnic minorities, and most of them are migrant workers; young people choose to leave to work in neighboring provinces such as Guangdong and Guangxi; and the issue of left-behind children has been worsening. According to local education departments, there are more than 40,000 left-behind children in the county, accounting for 75% of the total number of children. After completing nine years' compulsory education, many of these children leave for work with their parents or relatives rather than further their education; some even choose to drop out and step into job market when they are in the second or third year of junior high.

It can be equally risky for both adolescents and their parents to leave campus and enter the social or job market at school age: child labor problem has worsened for they aren't protected by the labor law; young people who lack necessary skills, knowledge and experience, can only do low-paid time-consuming non-skill intensive jobs, thus being vulnerable to exploitation and more likely to be deceived in job hunting process. In work, adolescent girls face higher risk in terms of being trafficked, discriminated against and sexually harassed; even those who drop out to help with farm work at home are at risk of early marriage due to poverty, livelihood and peer pressure.

According to *The State of the World's Girls 2012: Learning for Life* by Plan International, young people are standing at the doorstep of adulthood; if adolescents, especially adolescent girls, are able to further their education and acquire skills, they tend to make more money in the future, get married at a fairly mature age, have fewer children who will be in better health, and be protected from AIDS, sexual harassment and human trafficking

Based on the situation analysis mentioned above, Plan International has started the pilot of Supporting Adolescent Girls' Future through Education and Financial Skills Project in rural ethnic minority areas to equip the youths, especially adolescent girls, with ability of life skills, financial management and personal career development plan. In this way, adolescents can choose their own academic and career more consciously, build healthy relationships with future partners, families and friends, and be independent to make responsible decisions about their life.

2. Project Overview

(1) Project Participants and Objectives

Since October 2014, "Supporting Adolescent Girls' Future Through Education and Financial Skills Project in Yunnan", a project financially supported by Credit Suisse and Plan International UK, was co-organized by Plan International, Be Better, as well as government departments of Guangnan County in Yunnan Province including Guangnan Education Bureau and Guangnan Women's Federation. In October 2017, the project was replicated in Yunnan's Funing County.

The project aims to provide education, trainings and supportive services for adolescent girls, equip them with life skills, financial education and career guidance during the important transitional period, and help them make smooth transitions from school to society and be better prepared for future study, work and life.

Specifically, the project intends to: a. Adolescent girls have improved financial education and life skills and increased self-confidence; b. Adolescent girls are supported to more opportunities to access future education and transition from school life to career life; c. Enabling environment for girls education strengthened at school, local and/or national-level.



(Cover of Course Manual)

(2) Project Mode

To fulfill project objectives, the project is mainly carried out by:

a. Delivering Financial Education and Life Skills Curriculum (including team building, self-awareness, right and responsibility, saving and spending as well as planning and budgeting). In this way, adolescents have capacity to build self-confidence, and fully prepare to make smooth transition from school to society.

b. Delivering Career Guidance for Middle School Students (including self-awareness getting to know subject, career exploration, setting goals and self-improvement). Adolescents learn to plan and think about their future life, find inner motivation for learning, and study and live with a purpose.

c. Supporting Youth Club Activities (including peer education, small campus market, on-campus gender equality advocacy and acting as principal, class tutor, village-header etc.). These youths thus have more opportunities to carry out campus or social practice, cultivate their awareness of citizenship, and become active organizers as well as participants in campus or community activities;

d. Improving Community and School's Support System by delivering child-centered education and service, and establishing platform themed on "Youth Friendly Centers". Thus, stakeholders, especially teachers and community volunteers who provide services directly to adolescents, can master the basic concepts and methods in working with children and provide higher quality education or services for them.

Specifically, Plan International is responsible for the overall operation and management of the project, providing funding and technical support; Be Better focuses on activities related to the life skills course for the youths including curriculum development, teacher training and monitoring; Guangnan Education Bureau, Funing Education Bureau and Guangnan Women's Federation implement project activities at the school and community levels.

(3) Program Development

From the pilot stage to the promotion stage, the project is constantly exploring and moving forward. Combined with local situation, it has made targeted adjustments to the intervention strategy and target groups, thus gradually forming a more

feasible and easier-to-copy mode.



(Youth Club Activities in school)

Initially, Financial Education and Life Skills Curriculum and career guidance were targeted at Grade 8 students (when dropout happens mostly) in school, while related trainings and supporting activities were carried out in communities for older girls who have already dropped out. However, the project was challenging during the implementation process due to some practical issues—the students' academic pressure, tight school schedule, older girls in communities who are highly mobile, incompetent community volunteers as well as inconstant interventions and influences.

After two years' practices adjustment, Financial Education and Life Skills Curriculum is now provided once a week for freshmen in Grade 7; career guidance, at least three times every semester for Grade 8 students; adolescent-leading campus activities cover all grades of the target schools. Community training and supporting activities shift their attention from older drop-out girls to all left-behind teenagers aged 9 to 14 and focus on cultivating community volunteers' awareness and capacity to provide services.

At present, the project has been gradually extended from a few pilot schools to all middle schools in Guangnan and Funing, bringing lasting and positive influence to

local adolescents. In the next three years, the project will, on one hand, continue to optimize the core technology modules, develop courses, activities and guidance services that are more in line with the needs of youths in rural areas, develop a more comprehensive teacher and volunteer training and growth system, and actively involve the youths into management, feedback, and decision-making mechanisms. On the other hand, the project will promote and seek cooperation and resource integration and work to bring the increasingly mature project model into other areas in and out of Yunnan, thus expanding the beneficiary group, increasing project influence and benefiting more youths in rural areas.

3. Program Features

(1) Courses on Adolescent Life Skills and Financial Management Combine with Curriculum Reform

The “participatory classroom” of the Education and Life Skills Curriculum makes a good example and promotes quality education and new curriculum reform in rural areas. All school staff, in administration and teaching, actively employs the content, philosophy, and participatory teaching methods in mainstream courses.

(2) Explorations Embark on Career Guidance Education in Ethnic Minority Areas

Under the background of high dropout rate, the career guidance education for middle school students in rural minority areas will guide young people to explore knowledge and skills required in future career development and to make academic and career decisions that are more in line with their own development goals.

(3) Gender Equality in Youth Engagement

The project integrates the concept of gender equality from all perspectives including teaching materials development, activity design as well as teacher and volunteer training, enhance adolescents’ awareness of gender equality and cultivate them into active promoters and advocates for gender equality.

Part Three: Case Evaluation

1. Achievements

From October 2014 to June 2018, the project has:

- equipped 35,006 adolescents, including 15,192 girls, with life skills and financial management skills;
- provided 16,710 adolescents, including 7,270 girls, with career planning education and guidance services;
- engaged 13,734 school-age adolescents for youth-led activities, such as campus-based charity sale, acting the principles' position, promotion activities for the International Day of the Girl;
- offered "two-year conditional cash transfer" scholarship amounting to RMB 572,000 (roughly USD 83,850) for 122 girls who were at risk of dropping out of school;
- given 335 teachers and 60 community volunteers trainings on Financial Education and Life Skills Curriculum; 38 teachers, teacher trainings, educational seminars, advocacy activities at national level; 1,211 teachers, direct and indirect trainings on middle school career development guidance;
- financed a non-campus child-friendly space by creating classrooms themed on "Youth Friendly Center" in 22 middle schools;
- benefited 166 girls who have dropped out for years and 338 left-behind children aged 9 to 14, including 139 girls, in community living skills and financial management programs;
- established child-friendly spaces titled "Youth Friendly Center" in 6 communities.

The project's main achievements in the past five years include:

a. enhancing adolescents' self-confidence by actively participating in class discussion and presentation, master life skills and social financial management knowledge and skills, and promoting interest and self-confidence in study;

b. promoting adolescents' future life planning by helping them discover their own interests and skills, explore the many possibilities for future development, and recognize the importance of completing secondary education;

c. involving school and community support for adolescents, especially girls so

as to gain more support from teachers and peers and create better education environment for girls;

d. improving teacher-student relationship, as a result of which more and more young people regard teachers as trustable adults;

e. bettering peer relationships, as a result of which class becomes more united and harmonious;

f. lifting students' comprehensive abilities including teamwork, practical capacities, language expression and communication skills,.

g. hoisting teachers' teaching performance, as a result of which participatory teaching method, student-centered teaching concept, self-learning classroom are employed in various disciplines to innovate education and teaching mode.

According to evaluation in June 2018, the main achievements of the project in Guangnan is, in general, to have provided new development opportunities for ethnic minority youths in remote areas, especially those in junior high who benefit most and in a relatively stable way. Also, the project has improved teaching performance and philosophy of both course teachers and non-course teachers through training. According to the findings of project evaluation, after continuous studies in one academic year, the project has:

- enabled students to get to learn mind maps and other thinking tools and acquire certain planning skills;
- to a certain extent, effectively guided adolescents in rural areas to cope with daily life problems such as rights and responsibilities and how to get along with others;
- helped students feel and experience teamwork including team building, interpersonal relationship management, etc.;
- taught students to get to know themselves, self-worth, self-management, time management, and emotional management;
- introduced participatory curriculum activities which greatly release the pressure from examinations and intense academic schedule;
- cultivated adolescents' awareness of saving, thrift and financial

management;

- effectively improved the self-confidence of students, especially adolescent girls;
- to some extent, reduced the dropout rate of junior high students; and
- encouraged some students to think about or even try to start a business.
- in addition, there are some unanticipated achievements:
- the non-course teachers who received training have directly applied the course concepts and methods to the teaching of various subjects;
- about 1/2 of the secondary schools have tried to apply the concepts and methods of Adolescents Life Skills Course to all subjects and 1/3 have or already implement the idea of training all the teaching staff;
- many teachers have employed the newly adopted teaching methods and reaped awards for teaching contests at the national and provincial levels;
- quite some teachers, especially those who teach minor subjects, have received extensive attention from students with newly adopted child-centered participatory teaching concepts and methods.

The project mode has been extended to Plan International's other projects in places like Yunnan, Shaanxi and Ningxia to help more adolescents in poor rural areas to be better prepared for future life and study.

A Story of a Girl in Grade 8

Teachers, doctors, lawyers, pilots, painters ... These professions pose so great attraction that they're like winds coming from all directions and casting me into the vast sea, and leaving me drifting here and there: I completely lost my way and dare not move forward nor step back ... Yes, I never dare to deny that I am a girl with no goals! But I see the long-awaited dawn and take my steps when I started to take career planning course. I learned that I, who hate reciting from memory, better choose liberal arts after taking Holland Code career assessment. The course is in total a few hours, but it was like a key to the long-closed door of my heart. The profession of "writer" quickly entered the door of my dream. Since then, I have developed a super-interest in the knowledge of liberal arts, and my enthusiasm is beyond the roof. I am thrilled! Now, I finally dare to say with confidence: "However strong a gust is, I

know how to balance my boat with courage and go toward my goal and reach the other side of success! I'm grateful to this course and the teacher who pointed out the direction of life for me, and I believe that what I learnt in this course will also benefit me in the life journey ahead of me.

A Story of a Girl in Grade 7

We've never had Adolescent Life Skills Course before. So when I first heard about the course in junior high, I thought it was for us to do some labor in school. But I realized that it was not what I imagined. Adolescent Life Skills Course is not as "serious" as other subjects. Instead, it's quite relaxing and is like a platform for friends, classmates and teachers to communicate in a relaxed way. Gradually, many of my classmates fall in love with this course including me. It may be that the teacher lectures in different ways and the atmosphere is active. In class, we are not just sitting and listening to it but speaking, thinking and doing things in our own ways. Students are so cooperative and interactive that they answered questions enthusiastically. Compared with other subjects, the atmosphere is much more active. The class is also very interesting. Sometimes, before the class, the teacher will have us play some games and those who were languid will be intrigued on hearing "game". In the game, the students are all fascinated: what a "sneaky" teacher! At the beginning of the course, the teacher set up the answer scoring system (behavior bank). From the beginning of the course, we started to keep points; students divided in six groups shall gain their group a certain point by answering the teacher's questions; those who disturb the order shall cost their group a certain point; at the end of the course, the group with highest points get reward while the one with the lowest, a punishment. Therefore, everyone becomes competitive. Although this mechanism works quite well, the one give most answers are the group leaders and some enjoy the achievements but regard answering question as the responsibility of group leader. So, I think we can come up with other mechanism to encourage everyone in the process.

2. Limitations, Challenges and Suggested Solutions

In counties where the project is implemented, the left-behind children, whose parents are away at work, are usually taken care of by their grandparents. Therefore, the biggest limitation lies in a lack of effective parental participation, which to a certain extent affects whether the youths can continue to gain support from the family and to practice the knowledge, skills, awareness and abilities that have been cultivated in the project. No effective solution to this problem has yet been found.

The challenges faced by the project also include pressure from mainstream curriculum, differentiated quality of the courses or activities carried out by teachers, lack of full-time teachers, and assessment of teachers' workload.

Possible solutions include:

- Strengthening peer education, cultivating leadership development by supporting teenagers to share the knowledge and skills learned in the project with more peers and exert positive impacts in schools and communities; and allowing more parents and community members to pay attention to the growth needs and the potential of the young so as to provide them with more effective support;
- Developing a teacher capacity building and career development system by building a long-term learning and communication platform for teachers, forming a more effective teacher incentive mechanism, and promoting a work assessment mechanism of the education system which regards the teachers' academic hours and performance of the project as a key part.



公安部交通管理局

走路不要玩手机



中国少年儿童出版社
中国少年儿童出版社



BMW Children's Traffic Safety Education

BMW

Part One: Case Introduction

1. Keywords

Children's Traffic Safety; Learn through Play; Innovation; Stakeholders Engagement; Volunteer Service

2. Abstract

Launched in 2005, BMW Children's Traffic Safety Education (CTSE) is a **BMW expert CSR program that targets children's road safety in China**, and aims to improve children and adults' road safety awareness. As the longest-running children's road safety education CSR program in China, BMW CTSE has been ongoing for 14 years with footprints across 68 cities, benefiting more than 490,000 people. The program has become the role model of corporate involvement in children's road safety education.

As the leading traffic safety education public advocacy project in the auto industry, the 2018 BMW Children's Traffic Safety Education (CTSE), themed "Creating Civilized Roads for Our Children's Safe and Joyful Future", launched the "**BMW Children's Traffic Safety Ambassador**" program under the guidance of the Traffic Management Bureau of the Ministry of Public Security. The program engages dealers, customers, and associates to promote traffic safety education in schools with fun-filled activities.

Part Two: Case Description

1. Background

Traffic accidents are the most common cause of children's accidental injuries, and the leading cause of injury death. During the National Children and Road Traffic Safety Symposium held in May 2018, Gao Yan, Director of the Traffic Safety Technology Research Department, disclosed that the proportion of children's road accident deaths while traveling in cars in China has been increasing each year. In 2008, it accounted for 33% of children's road accident fatalities; the figure rose to more than 44% in 2017. In the past ten years, about 32,000 children in China aged 0-15 years have died in traffic accidents, accounting for 5.2% of the total road accident fatalities. In the same period, the number of traffic injuries among children reached 142,000, accounting for 6.1% of the total road accident injuries. In other words, there is one child in every 20 road accident fatalities. Among children below the age 18,

kids aged 1-6 years accounted for more than 50% of the total road traffic deaths. However, there is one core issue in children's traffic safety education: insufficient knowledge and teaching methods on the parents' part as well as uninvested traditional, narrowly focused education in school.

While striving to improve its products' active and passive safety features, BMW commits to promoting safe driving behaviors as well as building and maintaining a safe traffic environment, with special emphasis on children's road safety education. Leveraging its core competencies to respond to the most popular social issues, BMW CTSE introduces new ideas to children's road safety education to get to the root of the problem. Creating shared value and positively impacting many children and families across China, this program is an exemplary representation of BMW's strategic CSR.

In launching children's traffic safety education, BMW boasts three core advantages. Firstly, BMW has an excellent corporate reputation. As a leading auto manufacturer globally, BMW is constantly doing its best to improve the active and passive safety of its products. At the same time, BMW has a strong sense of social responsibility, advocating safe driving and playing an important role in establishing and maintaining a safe traffic environment, with a special focus on road safety education for children and adults. Secondly, BMW has extensive experience in road safety education. In 1977, BMW became the world's first car manufacturer to provide professional road safety training courses to all drivers. Thirdly, as a member of the Road Traffic Safety Charity Alliance, the company first joined the Traffic Safety Publicity Alliance initiated by the Traffic Management Bureau of the Ministry of Public Security, and actively collaborated with various alliance partners to integrate resources and explore innovative forms of children's traffic safety education.

2. Overview

(1) Project Participants and Objectives

a. Executive: BMW Brilliance Automotive Co., Ltd. and BMW China Automotive Trading Ltd.

b. Collaboration Mode: Collaborate through the Traffic Safety Publicity Alliance initiated by the Traffic Management Bureau of the Ministry of Public Security

c. Objective: Improve children and adults' road safety awareness as a BMW expert

CSR program that targets children's road safety in China.

(2) Project Mode

a. Operation Mode: Centered around the BMW Corporate Social Responsibility Department, the project makes full use of BMW's core advantages in the field of road traffic, focusing on popular social issues and providing effective solutions to practical social problems. Adhering to the principle of "Specialists Do Specialized Works", industry specialists are respectively in charge of all essential elements of the project, from design and execution to project management as well as publicity and advertising, ensuring that the project is executed professionally.

b. Collaboration Mode: Through the Traffic Safety Publicity Alliance initiated by the Traffic Management Bureau of the Ministry of Public Security, BMW actively collaborates with alliance partners to integrate resources and explore innovative forms of children's traffic safety education. At the same time, through the project's active innovation and standardization guide, BMW engages stakeholders to create shared value.

(3) History

For 14 years, the project has committed to continuous exploration and innovation. In response to changing social issues, the program has grown from large-scale roadshows to establishing a fixed center, expanded its focus from children to adult drivers, and upgraded to a **public advocacy project** that impacts the public widely and deeply.

a. BMW Children's Traffic Safety Experience Center: In order to meet the growing demand for children's traffic safety education, the first BMW Children's Traffic Safety Experience Center was established in Shenyang Science Palace in August 2016, contributing to the long-term and sustainable development of local children's road safety education. Till now, more than 20,000 people have visited the center since its establishment.

b. BMW Good Driver: In 2017, BMW CTSE proactively responded to the Traffic Management Bureau of the Public Security Ministry's "China Good Driver" initiative and launched "BMW Good Driver", a themed campaign targeting adult drivers that engages dealers, customers and associates in a series of online and offline activities to promote civilized traffic. Since the launch of "BMW Good Driver", nearly 32 million

people have engaged in online activities organized by BMW to advocate good traffic behaviors.

c. BMW Children's Traffic Safety Ambassador: In 2018, under the guidance of the Traffic Management Bureau of the Public Security Ministry and joining hands with China Children's Press and Publication Group, BMW CTSE launched BMW Children's Traffic Safety Ambassador in school. At the same time, the China Charity Federation BMW Warm Heart Fund has also donated 900 sets of "BMW Children's Traffic Safety Education – the Magic Suitcase of Safety Education" to nearly 200 schools across the country to promote children's road safety education in China. By the end of 2018, nearly 150 volunteers have participated in related activities, logging in over 1,200 hours of voluntary service and benefiting nearly 70,000 children. BMW Children's Traffic Safety Ambassador has built a platform that connects BMW with the public to jointly promote a civilized traffic environment.

3. Features

(1) Address Social Issues

Every year, BMW CTSE analyzes the most popular social issues surrounding children's road safety and identifies the most critical issues, then develops breakthrough ideas and innovative solutions in response. For example, the program started out with a focus on children, and has since expanded its focus to parents and all adult drivers to maximize impact. In 2017, BMW CTSE proactively responded to the "China Good Driver" initiative driven by the Traffic Management Bureau of the Public Security Ministry and launched "BMW Good Driver", a themed campaign targeting adult drivers that engages dealers, customers and associates in a series of online and offline activities to promote civilized traffic.

(2) Engage Stakeholders Widely and Build a Bridge Connecting BMW with the Society

Taking the lead to respond to the government's call, the 2018 BMW Children's Traffic Safety Education, guided by the Ministry of Public Security and joining hands with China Children's Press and Publication Group, launched BMW Children's Traffic Safety Ambassador in school. The program widely engages BMW dealers, customers and associates to be volunteer "ambassadors" to deliver children's traffic safety education nationwide through a more scientific and standardized approach.

(3) Innovative Communication to Expand Social Impact

a. GUINNESS WORLD RECORDS™ attempt: The 2018 BMW Children's Traffic Safety Education gathered over 1,300 primary school students along with BMW associates, dealers, and car owners in a bid for the GUINNESS WORLD RECORDS™ title of "Largest traffic conducting lesson" in Shenyang to promote civilized traffic and traffic safety knowledge, successfully drawing the attention of the whole society to children's road safety education.



(The 2018 BMW Children's Traffic Safety Education successfully set the GUINNESS WORLD RECORDS™ Title of "Largest traffic conducting lesson")

b. The power of social platform: The 2018 BMW Children's Traffic Safety Education engaged KOLs to choreograph and record traffic conducting dances, successfully generating buzz on the popular social media video app - Douyin - with nearly 4,000,000 views. The event was also broadcast live on the reputable People's Daily media platform and social platforms such as Yizhibo and Douyin, receiving more than 32 million views in total.

(4) Crossover Innovation to Invigorate Program

In partnership with China Communications Press, BMW introduced interactive Virtual Reality (VR) traffic safety courses to improve children's traffic safety awareness

through immersion learning.

The 2018 BMW Children's Traffic Safety Education launched "An'an Magic Academy" in roadshows, enabling children to learn traffic safety knowledge with joy through human-robot interaction.

In partnership with China Children's Press and Publication Group, the program is also introducing a children's traffic safety book series, "BMW Children's Traffic Safety Education – the Magic Castle of Safety Education", and 4D augmented reality (AR) teaching tools.

Part Three: Case Evaluation

1. Achievements

The BMW Children's Traffic Safety Education program has undergone a comprehensive evaluation by a professional third-party evaluation organization, which evaluates the social effects of the project from design, implementation to final output as well as analyzes its specific characteristics, positioning and social effect in the context of current social developments. The evaluation is based on field research, objective evidence provided by different parties related to the project, and pre-event and post-event questionnaires results. It shows the project's multi-aspect social influence using the IOOI assessment model (i.e. project input, output, impact and outcome). During field research, positive feedback was obtained from parents and children. Most children said that they learned about traffic safety knowledge and had fun doing it, while the majority of parents recognized the value of BMW Children's Traffic Safety Education and benefited from it.

(1) Evaluation Results

BMW Children's Traffic Safety Education has been ongoing for 14 years with footprints across 68 cities, benefiting more than 490,000 people. The program has established a brand-new society-based education system to fill in the gap of traffic safety knowledge in school and at home, delivering traffic safety knowledge to the public through novel, lively and interesting program designs. At the same time, the program also launched BMW Children's Traffic Safety Ambassador in underserved school, engaging parents, associates, dealers, car owners, media and other relevant groups to participate in innovative solutions to social problems and jointly build a kids-friendly traffic safety environment.

(2) Awards

- Promoting Natural Parenting Brand Award at 2018 *Parents Science* Natural Parenting Theme Forum
- "CSR China Top 100" from CSR China Education Award
- "Best CSR Strategy Award" from CSR China Education Award
- "Classic CSR Project" from The Branding and Communication of Automobile Industry Summit
- "Best Case of Traffic Safety" at Yi Xuan Award 2018 by *Auto Business Review*

(3) Influence

The BMW Children's Traffic Safety Ambassador Program has deeply engaged many stakeholders such as dealers and car owners; there are even members of the media that have joined the ranks of BMW's traffic safety ambassadors. In addition, the project successfully secured the investment of government resources, obtaining the support of the local traffic police team and the public security department, and greatly expanded the social influence of the project. In 2018, the number of media reports on the BMW Children's Traffic Safety Education reached 3,928, with a total advertising value of 122 million RMB.

(4) Lessons and Experience

As the first company in the auto industry to advocate and practice strategic corporate social responsibility, BMW believes that the ideal strategic corporate social responsibility is at 45 degrees, the optimal point that balances both the interests of society and the company.

a. Achieving a good balance between CSR and PR: BMW firmly believes that a good CSR and PR work together to create an "inverse feeding" value relationship between the company and the brand itself.

b. Promoting various innovations: Fully leverage BMW's internal and external resources to create innovations outside of the auto industry, thus creating a greater social impact.

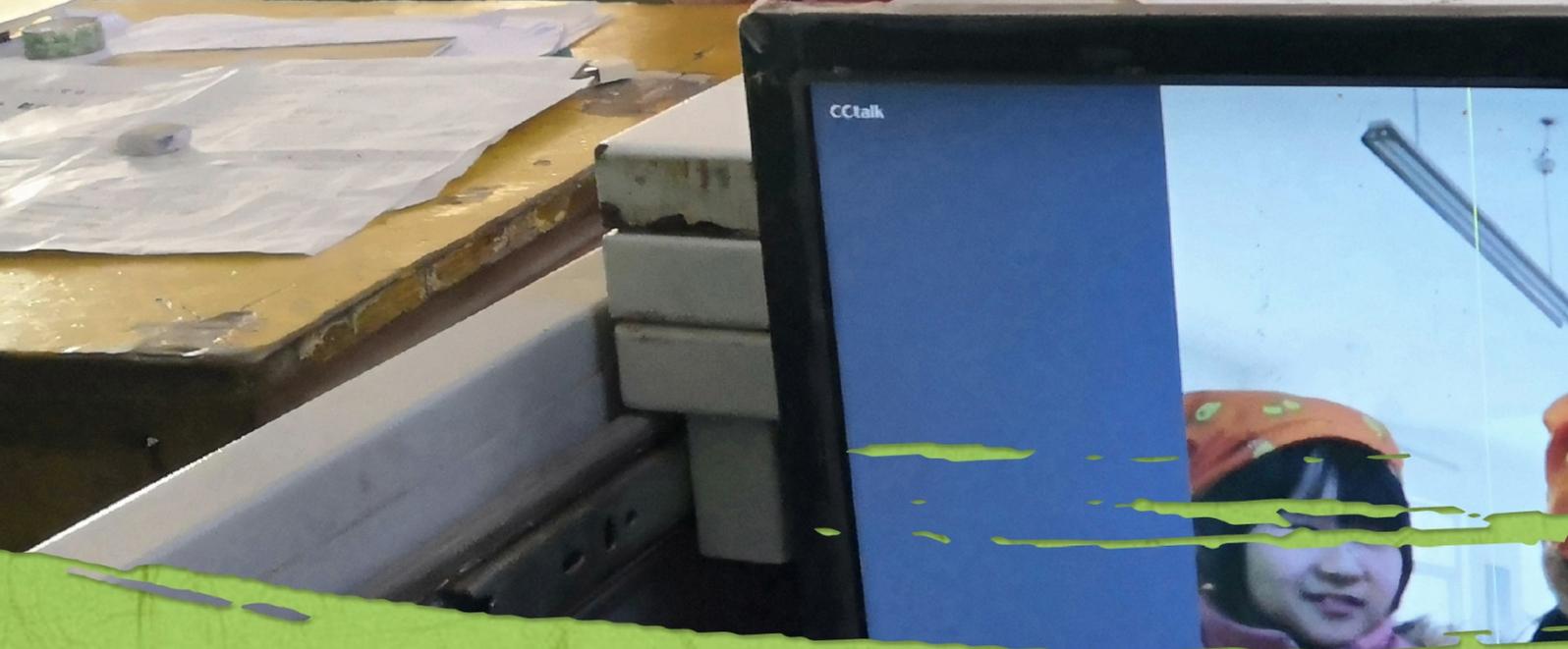
c. Engaging stakeholders widely: This is a unique feature of BMW CSR in the auto industry. The active participation of BMW associates, dealers and car owners has enabled BMW's corporate social responsibility project to achieve a snowball effect

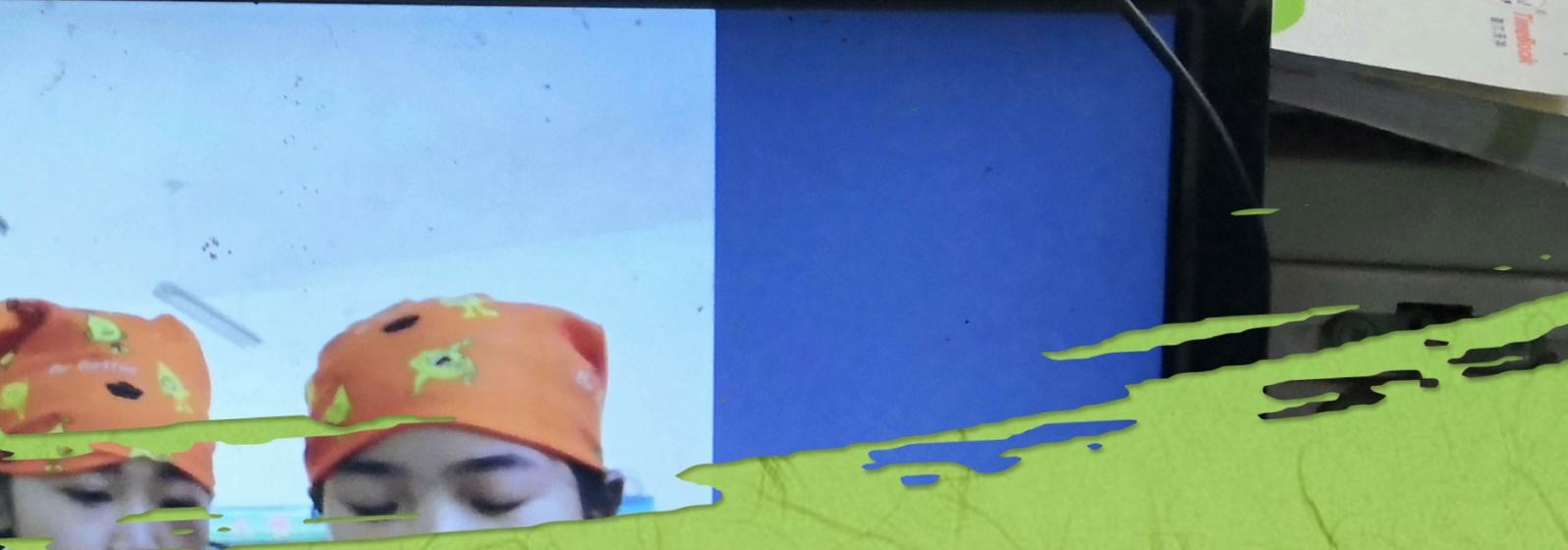
and create a larger social impact.

2. Project Limitations, Challenges and Suggested Solutions

The current challenge faced by the project is sustainability and escalation. Turning a one-time experience into practical continuous change requires better systematic design and input.

From the perspective of solving social issues, several directions are shown below. Firstly, the project tends to be carried out in resource-poor regions, such as second- and third-tier cities and rural areas. Secondly, the project needs to enhance parental participation and interaction, and open up to more of the general public. Thirdly, BMW needs to establish a system for continuous post-event involvement. Finally, BMW needs to further optimize volunteer management and standardize the children's traffic safety volunteer service, so that volunteers can carry out the children's traffic safety courses more professionally and effectively to truly benefit children in line with the project's goals.





HSBC Financial Literacy Education for Rural Children

Shanghai Better Education Development Center

Part One: Case Guide

1. Key Words

Rural Children; Financial Literacy; Financial Education; Multi-Party Cooperation

2. Abstract

As a promoter and innovator of rural financial education, Shanghai Better Education Development Center has cooperated with 24 NGOs such as the Beijing Western Sunshine Rural Development Foundation with the support of HSBC Bank (China) Co., Ltd. and the China Social Welfare Foundation to provide financial education courses and services. The company, by providing online and offline multi-dimensional, advanced financial education courses and services, helps rural children in such provinces as Gansu, Yunnan and Guizhou to enlighten the senses of cost, risk, rule and responsibility, stand on their own feet and pursue a better future. At the same time, the project focuses on cultivating localized teaching teams. Through the development of online and offline diversified training, a group of stable teachers have been discovered and cultivated to ensure the sustainable development of the project.

Part Two: Case Description

1. Background

According to statistics from the Ministry of Civil Affairs and government branch in 2016, the number of rural left-behind children, whose parents leave to work in urban areas, was 9.02 million, and the number of unregistered households exceeded 210,000. More than 90% of them are distributed in the central and western provinces of China. In rural China, a large number of children enter the society after graduating from junior high school, they lack education either from school or family in helping them to establish in the society.

However, the children are our future, and the development of children constitutes the basis for future population and social development. According to *Framework on China's Financial Literacy Education Standards* published by China Education Science Research Institute in 2017, literacy refers to the inherent cultivation of knowledge, abilities, concepts and beliefs formed by individuals. Financial literacy is a comprehensive synthesis of financial knowledge, financial skills, wealth management, and life beliefs that are essential for individuals in their social life. Mark

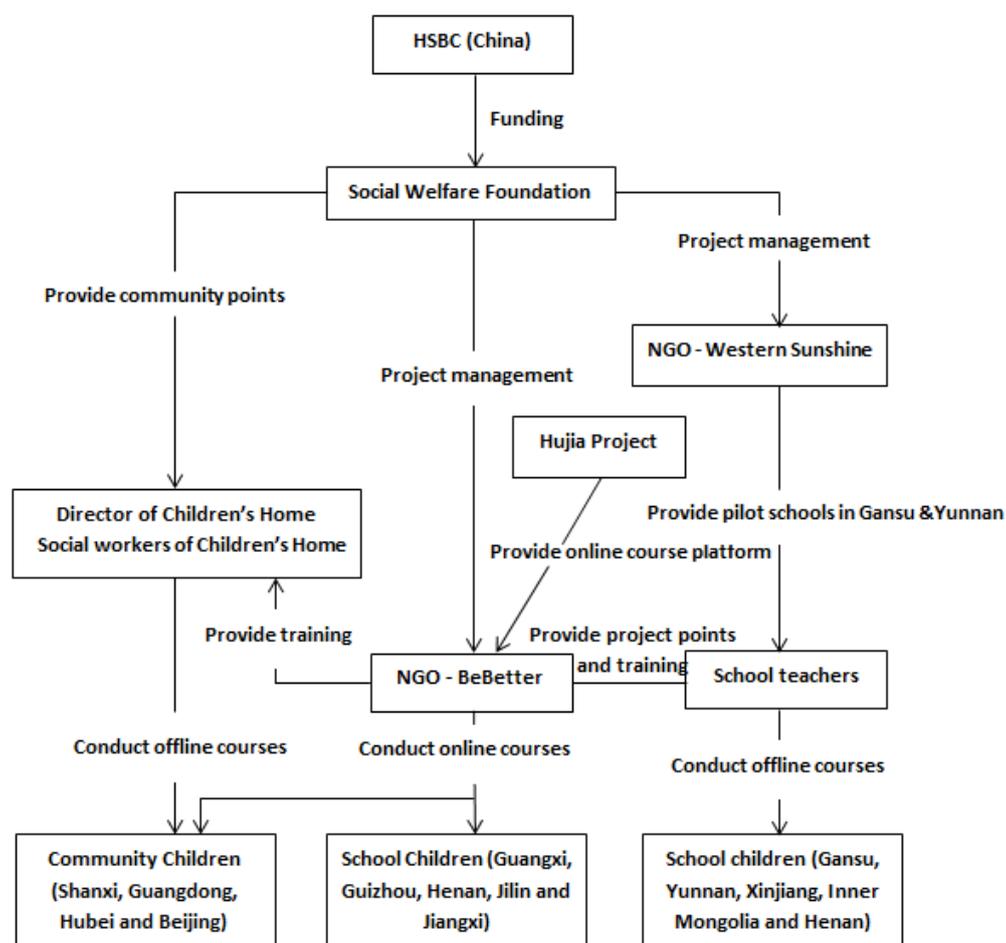
J. Epstein and Kristi Yuthas stated in the article *Redefined Education in Developing Countries* that students in poverty areas do not need more academic skills; instead, they need more living and survival skills that are able to improve their income as well as their physical and mental health.

As stated in the report of the 19th National Congress, poverty alleviation needs to be combined with support in education. Therefore, there is an urgent need to empower rural children through financial literacy education, stop the transmission of poverty from generation to generation, and help them discover more possibilities for a happy life.

2. Overview

(1) Partner Introduction

In order to promote the participation of schools and communities in financial literacy education, the school's three-in-one child financial literacy education model was built to more comprehensively influence the development of children's financial literacy. Shanghai Better Education Development Center (hereinafter referred to as "BeBetter Education"), under the support of HSBC Bank (China) Co., Ltd. and the China Social Welfare Foundation (hereinafter referred to as the "Social Welfare Foundation"), established partnerships with the Beijing Western Sunshine Rural Development Foundation (hereinafter referred to as "Western Sunshine") and Huijiang's "The Hujia Project", and provided online and offline financial literacy training and lectures for rural teachers in Gansu, Guangdong, Yunnan, Guizhou, Shaanxi, Sichuan and other provinces to help them offer financial literacy courses to children in rural schools and communities, with an aim to improve local financial literacy education. Besides, they also provide training for director of Children's Home and social workers on children's financial literacy training in Beijing, Guangdong, Shanxi and Hubei, so that the curriculum falls in the Children's Home in the community. At the same time, through supervisors' visits, public demonstration classes and advanced training for trainers, they help the financial literacy courses to adapt to local situations, and cultivate a group of provincial trainers, which can benefit more schools, thus promoting the sustainable development of financial literacy education in the local area.



BeBetter Education is committed to promoting the financial literacy education for children and adolescents. In this project, it is mainly responsible for research and development of rural financial courses and teaching aids, and providing training and supervision services for teachers. By integrating online and offline educational resources, the project helps offer valuable financial courses and activities conducted by both online and offline teachers in various places.

HSBC Bank (China) Co., Ltd. is the sponsor of this project. Since its establishment in 2007, the company has provided extensive financial and banking services to its clients with extensive knowledge of the Chinese market and international financial services expertise, and has supported education, environmental protection and philanthropy.

The Social Welfare Foundation is a national public fundraising foundation headed by the Ministry of Civil Affairs, whose purpose is to help those in distress and cultivate talents through education. In this project, it is mainly responsible for the

management of the entire project, coordinating multi-party collaboration, and providing project site resources for the community Children's Home.

NGO Western Sunshine provides professional, practical and sustainable free training for rural teachers by building an online teacher learning community, a teaching platform and offline training activities. Thanks to the years of school and teacher resources accumulated by the Western Sunshine, the project can be quickly and solidly grounded at the school level.

Hujiang's "The Hujia Project" through the Internet platform achieves joint construction and shares free online courses in primary and secondary schools, so that high-quality educational resources can be available to schools in remote areas.

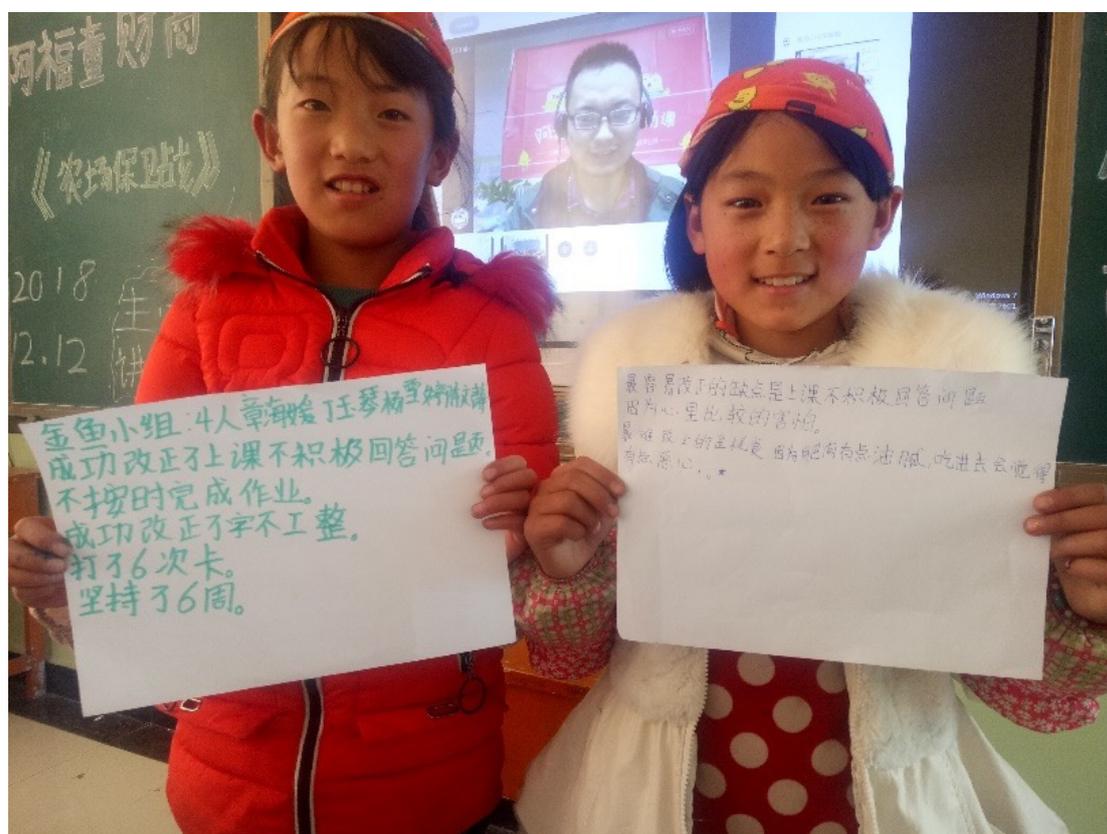
(2) Project Mode

At school level, both offline and online courses are provided. For the offline courses, BeBetter Education has developed a set of Aflatoun farm games for rural children's financial education. Through cooperation with the Western Sunshine, this table game has been promoted to rural schools in such provinces as Gansu, Yunnan, Guizhou, Sichuan and Guangdong, and has provided local teachers with online training on financial literacy education concepts and activities, including Q&A for courses, explanations of financial concepts, and financial games. After participating in the training, teachers can act as a volunteer trainer to deliver financial literacy education courses or carry out training for teachers in the region.

In terms of online courses, BeBetter Education, in cooperation with "The Hujia Project", has explored the dual-teacher model: online courses are delivered by lecturers from Be Better Public Welfare, and the local teachers act as the assistants to give the students guidance. The course covers three academic years for a total of six semesters. The first semester gives students the beginner course, and the following five semesters provide advanced courses with different themes, which greatly reduces the difficulty in teaching for rural teachers.

At community level, BeBetter Education has cooperated with the Social Welfare Foundation to provide offline financial literacy education courses for Children's Homes in Guangdong, Beijing, Shanxi and Hubei, including the operation of Children's Homes, the financial education for infants and children. It also built a financial literacy practice system in the pilot Children's Home to simulate small societies such as children's banks, children's supermarkets, children's theaters, etc. By

allowing children to understand the social structure and the division of labor, it aims to improve children's ability to cooperate, communicate, and interact with others.



(Students having Hujia Aflatoun Finance course online in Daquangou School of Sunan County, Zhangye City, Gansu Province)

In terms of teacher training, BeBetter Education has set up teacher exchange platforms via WeChat and QQ to help rural teachers, Children's Home directors and social workers solve problems found in the teaching process in a timely manner and thus overcome the difficulties in curriculum development. At the same time, the project has set up a teacher growth plan. First, it provides opportunities for excellent teachers to participate in summer offline training to promote exchanges and collisions among teachers from different regions and backgrounds. Through more systematic and in-depth training, these excellent teachers are expected to become local seed teachers, and contribute to the training and promotion of local financial literacy education. Second, excellent teachers and their student teams are also expected to participate in the annual National Aflatoun Finance Carnival held by Be Better Public Welfare. Through exchanges and discussions with financial practitioners from all over the country, it aims to discuss the experience and methods of conducting financial literacy courses in schools and communities.

(3) History

Before 2018, BeBetter Education strictly followed the model of training local teachers who then would teach local children. Training was provided for at least two or three days, after which a series of financial literacy courses would be offered. For most teachers, their regular teaching tasks have been relatively heavy, and they do not agree with or understand financial literacy education as they think such education has little relationship with their work and students' growth. Therefore, they showed little enthusiasm in project participation. As a result, a lot of time and energy was devoted to but with a large proportion of teachers dropping out of the project, which made the project difficult to proceed.

After several years of exploration and adjustment, BeBetter Education recognized the necessity to simplify the project model. First, before financial literacy education is provided to local teachers, the organization delivers board game courses to get the recognition of teachers and students and then introduce in-depth financial literacy classes. Second, teachers are trained not only just on financial literacy education, but also on providing guidance on interactive teaching method based on their need to improve teaching skills, thus guiding them to apply such teaching method into other courses. Third, considering the shortage of teachers and low quality classes, Be Better Public Welfare began to explore online live courses, hoping to serve rural schools on a large scale while ensuring the quality of the courses.

As one of the projects that BeBetter Education initiated firstly after its transformation, this project was launched in 2018 and has cultivated a number of excellent trainers for financial literacy education in schools and communities through the intervention of local financial literacy education. The three-in-one model, where schools, communities and families make joint efforts to improve children's financial literacy education, has begun to take shape.

In the process, the project also has undergone important adjustments. First, the offline board game courses were changed to board game activities. After the project was promoted for a period, the project team found that the courses with board games as teaching aids fail to reduce the difficulty for teacher to implement the course, but instead, they increase the requirements for teacher's guiding ability because of the diversity of information presented by board games. At the same time, it was found that the school had the need for monthly activities. Therefore, the project team changed the board game courses to a board game package, including three activities, which could be carried out in class level or in school level to reduce

the difficulty of implementation. Meanwhile, it also meets the needs of the school. Second, at the beginning of the project design, there is only one plan and vision for the online course. During the implementation, online courses for six semesters have been completed, and the growth plan for the teaching assistants in the online course has been added to help teachers improve step by step, eventually making them become an online course teacher, an offline lecturer, and even a trainer.

In the next 3-5 years, BeBetter Education will continue to upgrade the board game products and courses, with the purpose to provide more courses and teaching aids suitable to financial literacy education for rural children.

3. Features

(1) Multi-Party Cooperation

The project integrates foreign banks, national public fundraising foundations, non-public fundraising foundations, education NGOs, Internet education technology companies, etc. In this way, each unit can learn from each other's successes and promote the project together.

(2) Dual-Teacher Class Mode

Different from the traditional recording and broadcasting online courses, the live interactive dual-teacher class is adopted in this project. Through the video, teachers can answer questions for children in real-time online, ensuring the courses are interactive and standardized. Meanwhile, local teachers participate in the project as teaching assistants at first, thus making it easier to conduct. Moreover, the growth plan for local teachers, by motivating teachers, training teachers and collecting feedback from students, helps local teachers gradually establish their understanding and recognition of financial literacy education.

(3) Systematization of Intervention Methods

BeBetter Education has designed a system of interventions from intentional enlightenment, knowledge acquisition to behavior cultivation. Schools, with their different needs and stages, have been equipped with corresponding products of financial literacy education, which can be applied into scenarios like comprehensive practice classes and class meetings:

Teaching objectives	Intervention methods	Types of products	Implementation difficulties
<ul style="list-style-type: none"> ● Financial enlightenment and strengthening students' financial consciousness 	Financial board games + campus activity package	Rapid growth & large-scale with one-off slight impact	Easy to implement with low cost and independent to rural teachers
<ul style="list-style-type: none"> ● Acquiring financial knowledge ● Stimulating behavior change 	Dual-teacher financial class (online teachers and offline rural teachers)	Steady growth & large-scale with continuous influence	Easy to implement with low cost and slight dependent on rural teachers as teaching assistants
<ul style="list-style-type: none"> ● Developing financial habits ● Improving comprehensive financial literacy 	Behavior bank toolkit + campus activities	Skill-based with intensive cultivation	Difficult to implement with heavily dependent on teachers and the supervision of BeBetter Education personnel

(4) Introducing the “User Operation” Role

BeBetter Education project team found that in order to launch the curricula and activities to an efficient level, and allow children to receive high-quality financial literacy education, throughout the service process, teachers (including school teachers, director of Children’s Home and social workers), are the “users” who need the project team to put a lot of energy, including demand research & analysis, community operations, incentives, information management, etc. Therefore, the project team has set up a “User Operation” role independent to the project management team, aiming to better serve teachers. This is an unprecedented attempt and innovation for BeBetter Education, and can be copied to other projects.

Part Three: Case Evaluation

1. Achievements

The project developed the first set of financial teaching aids for rural children—Aflatoun farm games—and the online and offline financial courses. In 2018, cooperating with 25 organizations including the Social Welfare Foundation and the Western Sunshine, BeBetter Education launched 42 offline financial training

activities for rural school teachers and social workers of Children's Home, covering 37 regions including Gansu, Yunnan and Guizhou and helping 1,845 teachers understand the meaning of financial general education and curriculum standards, and master the way that financial board games and its packaged courses are delivered.

Also, the project supports the participating teachers leading children to play Aflatoun farm games once they back to the project sites, and carrying out its packaged courses. Up to now, the project has received 215 pieces of feedback from teachers in project sites, offered 1,176 financial classes and served more than 19,220 students.

Wu Na, a female teacher at the Maidi Primary School in Pingchuan Town, Sichuan Province, is one of those who participated in the financial training. She said: "When I got the Aflatoun farm games, I refused at first. I was concerned that the 10th grade students may not fully understand the rules of the game, let alone its meaning. Without any expectation, I started to allow children to play the game. In the first lesson, I explained the rules over and over again, but the effect is not good. I was a bit disappointed. For the second time, I joined one of the groups and played the game with them. During the process, they gradually learned the rules. Since then after each class, I changed to different groups. As the subject became more and more difficult, I was surprised to see that at least one group of the students can complete the task each time. Many students understand the rule of earning money by buying and selling chickens, and depositing money in banks to earn interest. I have seen all these changes and I hope that they can really benefit from such financial knowledge in their future life."

There are more than 100 left-behind children in Shanyang Town, Yongping County in Yunnan Province. They tried the Aflatoun farm games in the summer camp in July 2018. Due to the age difference, at first they failed to fully understand the rules and intentions of the game. Many children just think that trading and "super fighting chicken" in the game are very interesting. Attracted by the colorful designs on the board, they can't wait to pick up the game cards and chess pieces. After eight financial education courses, they managed to understand the meaning of sale, cost, and profit. Similarly, these games also made them understand that they need to save money in their daily lives, rather than spend their pocket money at one time. "I know how to win! At the beginning, I used some money to buy chickens for investment, and then I sold it on Aflatoun's fair day!" In the later part of the class, children know how to win the game. So the role of the teacher has changed from guiding them

how to play the game to teaching them relevant financial and business knowledge. They have already had a lot of pocket money, so it is necessary to teach them to make good use of it.

Among them, 12 outstanding teachers who organized the financial literacy courses provided training activities for teachers in the summer financial training, which focuses on gamification teaching and participatory teaching. There are four modules to help teachers master the teaching techniques and methods while understanding the concept of Be Better's financial literacy education, namely, application of Aflatoun farm games and the supporting teaching aids, Aflatoun financial general curriculum, stimulating children's participation through participatory teaching method, and the "influence workshop". As a result, the training has effectively improved the teaching ability of teachers, who can further apply financial skills and concepts into class.



(Teachers participating in financial literacy training)

In terms of project achievements, the project and the evaluation team of New York University Shanghai jointly developed an evaluation plan to understand the current level of 3-17 year-old rural children's financial literacy and the implementation effect and quality of the project. The whole research is conducted through 2018-2019, and the final result will be published in the second half of 2019, which will help us understand the current financial literacy level of rural children and the achievements

of this project, thus providing direction for the development of rural financial literacy education.

2. Project Limitations, Challenges and Suggested Solutions

Challenge 1: Rural teachers' acceptance of financial general education is still limited. The project advocates teachers to teach children the financial knowledge needed for social life by using a participatory teaching method. But no matter the financial idea or the way of teaching remains new for rural teachers, and thus is inevitably questioned by some teachers.

Solutions: Firstly, BeBetter Education should establish a preliminary relationship with local teachers through Social Welfare Society and Western Sunshine. Secondly, teachers and students can understand the connotation through online and offline sharing and lectures on financial general education as well as an entertaining Aflatoun farm games. In addition, the trainers of BeBetter Education will teach teachers participatory teaching techniques and methods, and guide them to apply this method into their class so as to obtain teachers' recognition of participatory teaching method.

Challenge 2: With a shortage of teachers in rural schools, rural teachers have to undertake heavy teaching tasks, so it is difficult to arrange teachers to conduct financial literacy courses continuously at a fixed time.

Solutions: Based on "The Hujia Project", BeBetter Education has a certain understanding of online courses, and explored an effective way to deliver online courses. In the online course, teachers only need to act as a teaching assistant, which effectively reduces the difficulty both in terms of teachers' psychology and implementation. The students who fail to take an online class due to school classes will watch the course video by themselves and are closely followed the project team. And the project team found that as long as the teacher mastered the teaching assistant skills like pausing video timely and leading discussion, students will have a great passion for playback classes.

(Written by Jin Hua and Dong Xiaoyi)



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China Climate Change Education

China Association for NGO Cooperation

Part One: Case Guide

1. Key Words

Climate Change; Education; Public Participation

2. Abstract

The China climate change education program is funded by the Bread for the World and conducted by the China Association for NGO Cooperation (hereafter referred to as “CANGO”). The program, which was kicked off in 2012, has conducted two phases by December, 2018, with three years as a phase. Over the past six years, the program has done a lot to integrate climate change into class through textbook development, training for teachers, salons, competitions and international exchanges. As a result, over 1,000 teachers and 100,000 students from primary and middle schools in 20 cities around China as well as 20 regional NGOs have benefited a lot from the program.

Part Two: Case Description

1. Background

Climate change, as a challenge faced by people around the world, affects not only a country’s development, but also the whole world. Combating climate change is not only one generation’s business, there will be more influence for the next generation who are now primary and middle school students. Therefore, it has been a crucial task for the United Nations and governments all over the world to strengthen the teenager education on climate change, thus making them pay more attention and work together to fight climate change.

Climate change education, which is still a topic that receives little attention from Chinese people. It has not been brought into education, nor with a comprehensive policy or strategy on this issue. Comprehensive and creative textbooks that are in line with China’s actual conditions are not available; teachers fail to deliver climate change classes due to the lack of related knowledge and textbooks; opportunities on climate change interactions and cooperation among schools are limited.

Based on above background, CANGO launched the climate change education program, aims to integrating the climate change in school curricula by using creative textbooks and providing training for teachers.

2. Overview

(1) Partner Introduction

a. Project Implementation Organization: China Association for NGO Cooperation (CANGO)

b. Partner Organizations in Pilot Cities: Research Center of Environment Friendly Science and Technology in Beijing, Environmental Volunteers Association in Weiyang District of Xi'an Province, Jiamusi Educational Scientific and Cultural Association for Sustainable Development, Shi Jiazhuang Low Carbon Economic Promotion Association, Friends of Green Environment Jiangsu , Guangzhou Association for NGO Development Cooperation, Green Anhui Environmental Development Center, Lijiang Green Education Center, Chengdu Society for Environmental Sciences, Environmental Volunteer Services Federation of Hunan Province, Friends of Green Tianjin, Green Zhejiang, Henan's Shangcheng Rural Development Association, Chongqing's Social Work Service Agency in Yuzhong District, Kunming Science and Technology Education Center for Primary and Secondary Schools, Shanghai Ai Fen Science & Technology Consulting Center for Environmental Protection, Green Panjin, Dalian Environmental Volunteers Association, Fujian Environmental Volunteers Association.

c. Partner Organizations with Technical Support: Carbonstop (Beijing), Beijing Sunshine Energy and Environment Educational Technology Limited Company.

(2) Objectives

To integrate climate change into class curricula; to help teachers and students raise the awareness of climate change and change their behavior; to bring families and communities work together to combat climate change.

(3) Project Mode

As the implementation organization of the project, CANGO is responsible for the design and overall coordination of the project. Local NGOs are selected through public recruitment based on such criteria as regional balanced development, the abilities of project and financial management, government relations, coordination ability and school resources. They should implement partnerships with pilot schools, initiate and follow up activities like training for teachers and participate in

subsequent promotions. Carbonstop (Beijing) provides technical support for the development and maintenance of website, WeChat public account and “green meeting” platform, while the Beijing Sunshine Energy and Environment Educational Technology Limited Company provides technical services for electronic courseware. Besides, an advisory committee, members including representatives from government departments, research institutions, international organizations, social organizations, enterprises and media, offers advice on the implementation of the project.

A series of activities are carried out including textbook development, training for teachers and its follow-up small grants, creative competitions on climate change, online and offline exchange platforms and international exchanges. The above activities themselves consist a complete system. The textbooks developed during the implementation of the project are used to provide training for teachers and then teachers and students can put what they have learnt into practice through small grants projects. Through creative competitions on climate change, students have a better understanding and reflection of climate change. The international exchange activities provide opportunities for local partners and pilot school teachers to share their experience and meanwhile draw on experience from other countries, thus innovating the content and methods of climate change education. The climate change education, with a single spark, will start a prairie fire and eventually reach the goal of integrating climate change education into the national education system.

a. Textbook Development

A set of textbooks on climate change education have been developed during the implementation of the project, including textbooks for teachers and for students. The textbooks for teachers cover professional knowledge on climate change, cases, as well as teaching materials and methods. Textbooks for students are compiled in the sequence of finding a problem, analyzing a problem, seeking for a solution and taking actions. All the textbooks, through innovative education model featuring participation and experiential learning, are dedicated to mobilizing learners' initiative on conceptual climate change knowledge by various scenario simulations and environmental protection games. It is hoped that students can show their concern on climate change, gain related knowledge, maintain a positive attitude, and develop skills and evaluation ability, and can finally actively participate in such actions to against climate change. In this way, they can truly change lifestyle and take actions on their own.



b. Training for Teachers and Follow-Up Small Grants

Over the past six years, 24 training activities for teachers have been held with 1,110 teachers from over 600 schools around China participating in the training on climate change teaching method. Besides, sponsored by the project, teachers and local NGOs carried out 13 small grants projects. After the training activities, many teachers not only conduct a series of activities on low carbon and climate change education by applying participatory and interactive teaching approach, but also are dedicated to promoting the idea of low carbon and climate change.

c. Creative Competitions on Climate Change

In the first phase of the project, a national climate change creative competition was held to design and submit artistic works that are innovative, profound, expressive and impressive on the perspectives of low carbon, environmental protection, energy conservation and biodiversity under the theme of climate change, or the impacts of climate change on human production and life, or enhancing people's awareness of protecting earth. It is hoped that participants can change their perception and then their behaviors as a result of training and creative practice. The competition received a total of 100 application programs and 55 entries from 32 pilot schools across the country, including posters, photos, mini-movies and plays related to climate change. Among these, some were vivid, ironic, innovative, vigilant and expressing hopes, which conveyed the author's thoughts and wishes on the issue of climate change

from different angles. Through the evaluation of the external expert group, the special prize as well as the first, second and third prizes were awarded. Four individual prizes—the Infinite Creativity Award, the Education Impact Award, the Literary Talent Award and the Interactive Promotion Award—were also given out, together with the Best Contribution Award and the Best Organization Award.

During the second phase of the project, two national education competitions on climate change were launched, one of which was carried out among nine pilot cities with regional NGOs as major participants, another was held among pilot schools. The competition was open to entries in the form of posters, mini-movies and handwork made by scrap. The winners of the competition were awarded with prizes at the closing conference.

d. Online and Offline Exchange Platform

The project provides an online interactive platform for pilot schools to share their experience on climate change education and to establish a “China Climate Change Education” website. The website is divided into four functional modules—online education module, carbon calculation module, activity module and news module. Through the online interactive platform, the project hopes to build a large interactive network platform encompassing the activities and information in pilot areas, thus providing materials on climate change activities for more teachers and students. At the same time, the project also developed the WeChat Official Account and Green Meetings, and shared climate change knowledge, and project results via WeChat during the implementation of the project.

As for offline communication, the second phase of the project held two climate change education salons, invited government officials, research experts, school teachers, and representatives of social organizations and media to share their experience in climate change education and to discuss the future trend of climate change education.

e. International Exchanges

In May 2018, seven representatives from the CANGO project team, project’s local partners and pilot school teachers went to South Korea to participate in the international exchange activities on climate change education. They visited Seongdaegol Energy Village and the South Korean Environmental Education Center in Seoul, toured the Low Carbon Museum of Kwangju International Climate and Environment Center in Kwangju, and also participated in the exhibition and workshop on climate change education organized by Kwangju International Climate

and Environment Center. Besides, the project expert Li Li gave a vivid lesson on climate change education to Dongshin Middle School in Kwangju.

(4) History

The target group of the project is gradually expanding. The primary target group in the first phase was students and teachers in junior high schools; the target group in the second phase was expanded to primary and secondary schools; the third phase plans to include the first grade of senior high schools. The target group is expanded based on the changes of the macro-policy environment and the suggestions of teachers in pilot schools. At the end of 2017, the Ministry of Education of the People's Republic of China promulgated the newly revised curriculum standards for senior high schools in various disciplines, of which the relevant content on climate change has already been included into geography class and other classes. This is a good opportunity to extend this project to senior high schools and provides policy support for climate change education in senior high schools. Teachers from pilot cities such as Xi'an, Jiamusi, Shijiazhuang and Nanjing proposed that the content of the project is also applicable to primary schools, where teachers and students have more time to participate in the project activities, therefore the target group can be expanded to primary schools.

Future development direction of the project:

a. Diversified training forms: In addition to the beginner and advanced classes for teacher training, the project also plans to invite experts in climate change and education to some pilot schools to provide professional guidance on their climate change education activities.

b. Innovative training textbooks: Based on existing teaching materials, the project will develop video courseware, introduce South Korean climate change games, make instruction manuals for climate change education activities, and upload them to the official website and WeChat official account, so that teachers and students can learn online free of charge.

c. Establishing a platform for experience sharing in climate change education: Through activities such as climate change education salons, cross-regional experience sharing among teachers, and climate change creative competitions, a platform for experience sharing and resource sharing will be set up for government officials, research scholars, representatives of social organizations, school teachers

and media reporters.

d. Continuing to practice the concept of Green Meeting: Large-scale activities such as the project kick-off meeting and the closing conference are conducted by following a green meeting. The carbon emissions throughout meetings are calculated through the statistics of the participants' transportation, accommodation, meals and electricity consumption in the meeting hall, and suggestions on carbon neutralization are put provided.

3. Features

The features of the project are mainly reflected in the following three aspects:

(1) Supported by Science and Technology

Carbon-stop (Beijing) has developed a green meeting platform for the project. Large-scale activities like the project kick-off meeting is carried out in this manner. The carbon emissions throughout meetings are calculated through the statistics of the participants' transportation, accommodation, meals and electricity consumption in the meeting, and suggestions on carbon neutralization are offered.

(2) Combining Online and Offline Exchanges

In addition to offline teacher training, the Beijing Sunshine Energy and Environment Technology Company designs and makes video courseware based on the climate change teaching materials under the project. It only takes three to five minutes to study a piece of courseware so that teachers and students can study at any time.

(3) Mobilizing Multi-Party Cooperation to Promote Climate Change Education

The implementation of the project has received support from government departments (including the Department of Climate Change and the Department of Communications and Education under the Ministry of Ecology and Environment of the People's Republic of China, the China Meteorological Administration and local Education Bureaus), universities (the School of Journalism and Communication Renmin University of China), international organizations (the United Nations Environment Programme), enterprises (SAP, Carbon-stop, etc.), media (Xinhua Net,

China Daily, Journal of Environmental Education, etc.), NGOs (partners in pilot cities) and schools (pilot schools), which jointly promote climate change education.

Part Three: Case Evaluation

1. Achievements

(1) Developing Educational Materials on Climate Change

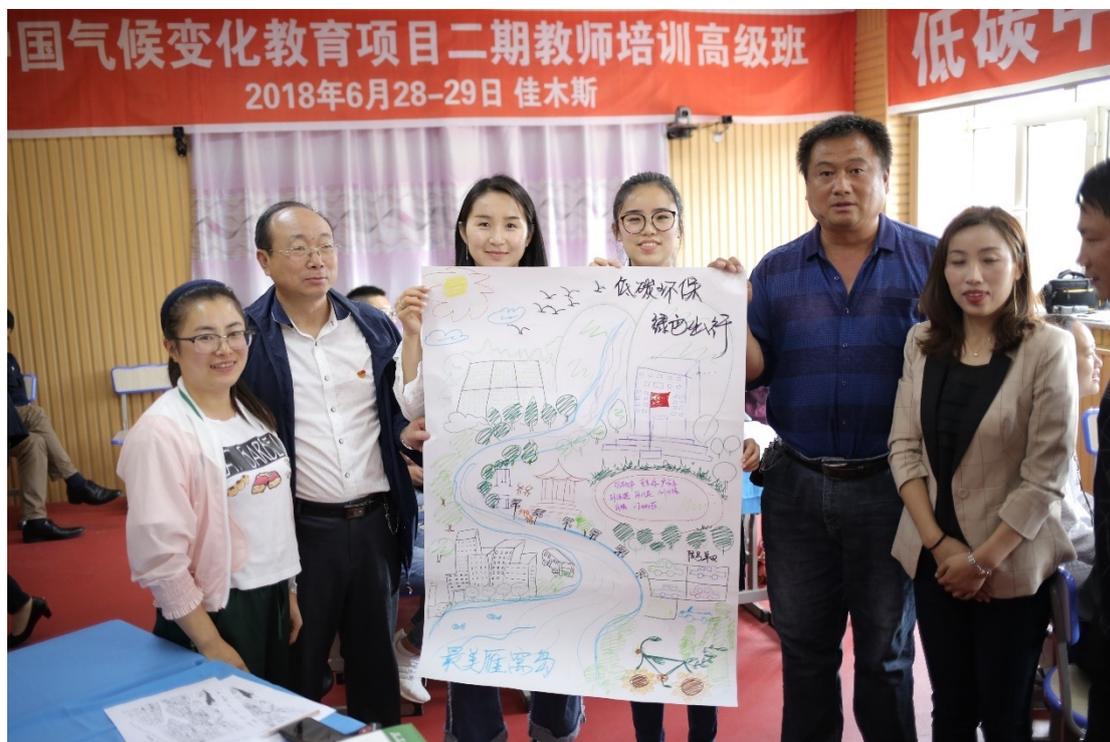
The project organized a team of climate change experts based on needs assessment of teachers and regional research, developed an innovative set of climate change textbooks for middle school students, including textbooks for teachers and for students.

(2) Organizing Training for Teachers

Over the past six years, a total of 24 teacher training activities have been held under the project with 1,110 teachers from more than 600 schools across the country receiving training on the teaching method for climate change curriculum. The project also supported teachers and regional NGOs to carry out 13 following small grant projects, including questionnaire survey, popular science lectures by experts, creative competitions and biodiversity observation. These activities attracted not only teachers and students, but also parents, communities and NGOs. As a result, two key secondary schools compiled school-based geography teaching materials (focusing on climate change) suitable for their students; a middle school and a kindergarten built ecological botanical gardens for students to carry out research, thus to help them understand the impact of climate on biodiversity.

After teachers from Qinghe Middle School of Heilongjiang 853 Farm received the first stage of training in 2012, the teachers established a project team, studied the feasibility of setting up a climate change education course, and submitted a feasibility report for the course. When approved by the local education bureau, the course was begun in the first grade of the junior high school in 2015. Teachers teach students with China's climate change education textbooks provided by CANGO, and video materials by adopting a participatory and interactive teaching approach, which enable students to understand the global environment and the impact of global warming on our lives, so as to stimulate them to come up with solutions and to do something to protect the environment. At the end of the semester, students are evaluated through hand-written newspaper, composition, social investigation

and knowledge competition. Besides teaching in class, teachers guide students to carry out surveys on garbage sorting, climate change and energy consumption and then let students write a report.



(Training for teachers in Jiamusi City, Heilongjiang Province)

(3) Organizing Climate Change Education Salons

Two climate change education salons were organized under the project, providing opportunities for government officials, research scholars, NGOs, school teachers and media representatives to share their experience. At the first salon, Lu Zhongju—a teacher from the Experimental Middle School in Changfeng County, Anhui Province—shared his own experience that having joined the climate change education project, the school’s management philosophy had shifted from increasing enrollment rate to focusing on quality education, various extracurricular activities and interest groups were carried out to arouse students’ interest in study and help them lead a colorful life.

(4) Developing International Exchange on Climate Change Education

In May 2018, local NGO partners and representatives of teachers from pilot schools participated in experience sharing on climate change education in South Korea.

They visited the Environmental Education Center in Seoul, Seongdaegol Energy Village and other institutions, and held a workshop on climate change education in Gwangju. Project expert Li Li also gave a vivid course on climate change education to the students in Dongshin Middle School in Gwangju.

The project was shared at the “China Pavilion” at the UN Climate Change Conference, and the award-winning poster works at the climate change competitions were made into postcards and calendars, which were deeply loved by friends at home and abroad. In order to expand the influence of the project, Tang Kun, Shaanxi Broadcasting Corporation anchor, and Liu Wenhua, a national outstanding volunteer and “Earth Award” winner, were invited as publicity ambassadors of the project.

(5) Earning Extensive Media Coverage

The project also receives extensive media attention. The first phase of the project was reported by such media as China Daily, Beijing Review and China.com. The closing conference of the second phase was covered by 18 media, including Sina, Baidu, Toutiao, Little Information, Sohu and Douban. Besides, the *Journal of Environmental Education* also ran in-depth reports on the project.

2. Limitations, Challenges and Suggested Solutions

There are two main challenges facing by the project: the sustainability of funding and the capacity of local partners. At present, the project funding mainly come from donations of overseas foundations, and the available sources of domestic funding are still being explored. Moreover, some partners are not capable enough to maximize the effect of the project.

Suggested solutions: In terms of funding, we should, based on summarizing the achievements of the project, further integrate resources and seek domestic sources of funding, including enterprises and domestic foundations. As for local partners, their capacity will be comprehensively measured, and certain capacity-building training will be provided during the implementation of the project.

(Written by Wang Xiangyi)





The Happy Chorus 3+1
— Art of Chorus Promotion in Rural Primary
and Secondary Schools

Beijing Deqing Foundation

Part One: Case Guide

1. Key Words

Rural Primary and Secondary Schools; Art of Chorus; Music Education; Education Authorities

2. Abstract

This case explores how the project of “Happy Chorus 3+1 —— Art of Chorus Promotion in Rural Primary and Secondary Schools”, launched by the Beijing Deqing Foundation and supported by education authorities at all levels, can help improve China’s music education in rural areas through nonprofit poverty alleviation activities and explore effective models and experience of promoting choral music in rural primary and secondary schools, with an aim to improve the music education in rural areas, and innovate a new way to alleviate poverty through education.



Part Two: Case Description

1. Background

Rural poor students in China are eager to attend school and receive high-quality education. As the targeted poverty alleviation plans are carried out, rural children basically have a chance to go to school. However, there are still many problems in rural education. The question of how to make rural children receive good education is still the biggest pain point and difficulty at present

The 19th National Congress of the Communist Party of China proposed to give priority to the development of education, promote the all-round development of students, the integrated development of urban and rural compulsory education, and expedite the modernization of education. On September 10, 2018, President Xi

Jinping at the National Education Conference proposed that in order to cultivate a new generation of capable young people who have a good and all-round moral, intellectual, physical, and aesthetical grounding with a hardworking spirit, we should comprehensively strengthen aesthetic education, persist in educating people with aesthetics and culture, and improve students' aesthetic taste and humanistic qualities.

The most direct form of aesthetic education is art education. However, the current situation of music education in rural primary and secondary schools of China is that the investment in teaching facilities is not sufficient; only 50% primary and secondary rural schools open art courses and in some areas only 30%, leaving the chorus education blank. The gap of music education between urban and rural areas is large, and the music literacy of rural children is much lower than their urban peers. This is caused by many factors such as the rural education environment, education authorities, schools, teachers, and parents. Changing the status quo is a systematic project which requires collaboration of all parties and patience.

Based on the pilot experience of the "Deqing Cup Primary and Secondary School Chorus Competition" project in Anren County, Hunan Province for two years (2013-2014), the "Happy Chorus 3+1" project, taking choral art as a means, which means 'Enlightening the Childlike Innocence with Children's Voice', hopes to help rural children grow up happily with choral music, finally nurture them to become a happy, confident, elegant and civilized citizen. Chorus, as one of the main methods of music education, has formed a relatively mature model and achieved fruitful results in the world. The presentation combining collective music education with group art performance has promoted cultural exchanges among countries, regions and nations around the world by delivering choral performances and establishing professional societies, thus has become an important way of communication in the global village.

The "Happy Chorus 3+1" project utilizes chorus, a group activity that is popular and acceptable among the public, to observe music teachers and students to grow up happily through group music and art performances, to help improve the teaching quality of music by promoting international and domestic music teaching methods, to build a scientific nonprofit platform during choral activities, and finally to help improve rural music education through the joint efforts of the society.

2. Overview

(1) Project Participants and Objectives

a. Joint Initiators: Beijing Deqing Foundation, Hunan Provincial Education Foundation, Chorus Society of Hunan Musician Association, Primary and Secondary Music Education Research Committee of the Hunan Society of Education, Development & Research Center for Aesthetic Education of the Hunan Normal University

b. Executive Body: Bureaus of Education, Education Foundations and schools from those project cooperative counties

c. Partner Organizations: SANY Group, China Chorus Association, Hunan Communication Polytechnic College, Education Bureau of Huanggang City, Hungarian Culture Center, Wispring Education Development Foundation, Bazaar Charity Fund, Hunan Founder Securities Hui Ai Charity Foundation, Mango V Foundation, Hunan Huawei Culture Media Co., Ltd., Shenzhen Lions Clubs Ling'nan Service Team, Beijing Zhongze Foundation

d. Objectives: taking “Enlightening the Childlike Innocence with Children’s Voice” as the mission, the project aims to enhance the quality of music class by training music teachers, help children grow through choral experience, empower students by empowering teachers, and assure every rural children can receive high-quality music education.

(2) Operation Mode

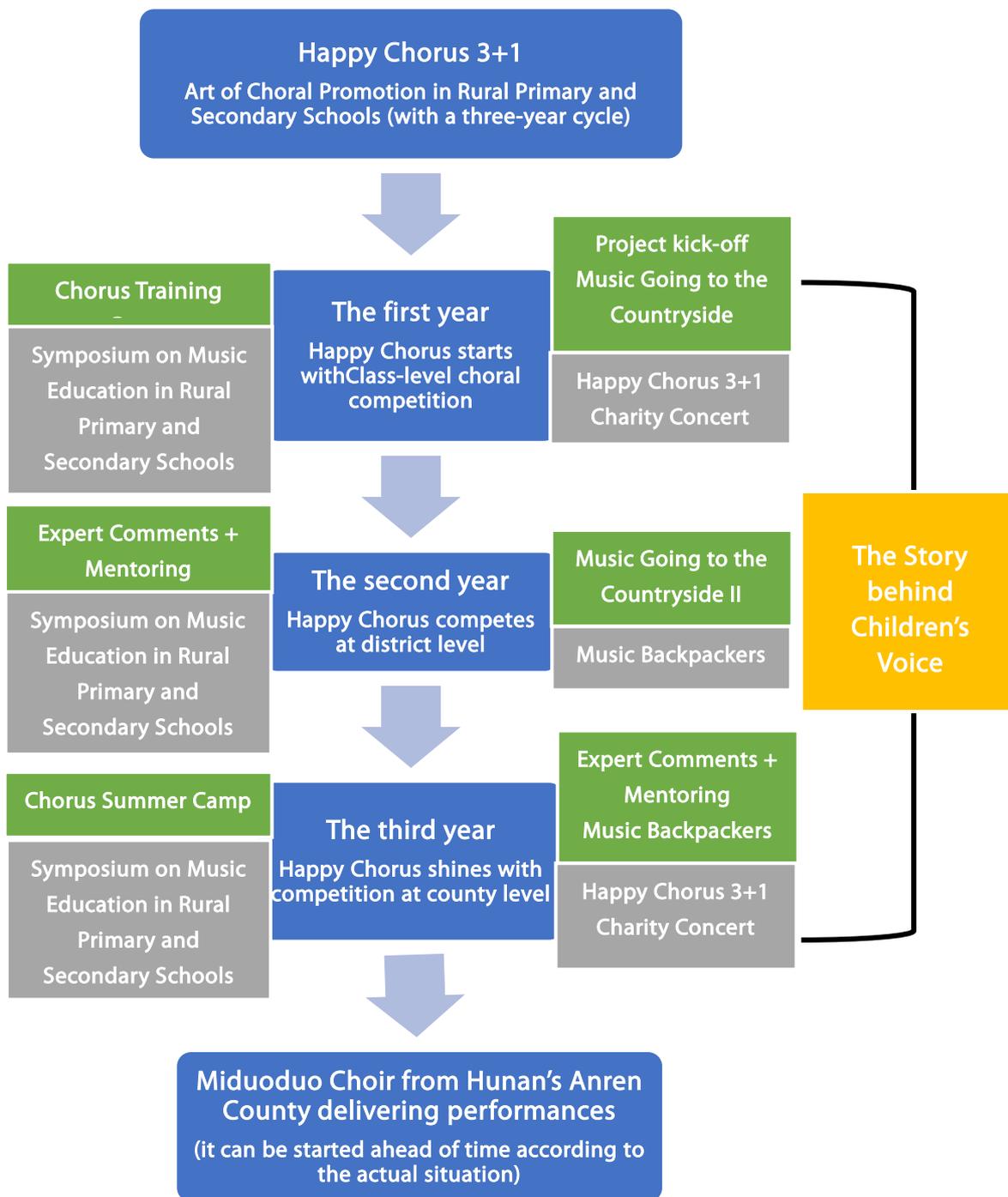
a. Establishing a nonprofit model for long-term accompanying growth: In view of the fact that the backwardness of China’s rural music education cannot be changed in the short term and that music education is a long-term process that cannot get results quickly, we launch every project by fully cooperating with the local education bureaus to cover all primary and secondary center schools in the counties. The project is designed to be “happy fostering phase” in the first three years, and since the fourth year it will be defined as “happy development phase”, thus forming a nonprofit model of long-term companionship.

b. Forming a diversified system for training music teachers: Due to the lack of professional training for music teachers in rural primary and secondary schools, the

project has designed a stereotype diversified system to train teachers: **Music Going to the Countryside**—music experts are sent to the countryside to teach music; **Chorus Training Camp**—music teachers from primary and secondary schools in rural areas go to cities for intensive training; **Chorus Summer Camp**—choirs assembled by outstanding students from rural areas attend chorus camp in Changsha City of Hunan Province; and **Music Backpackers**—volunteers teach choral music in primary and secondary schools in rural areas, as well as music experts respond to questions in WeChat groups at any time to reassure and empower music teachers from counties.

c. Setting up a tiered stage for choral performances: Choral performance provides a stage for children and music teachers to show their talents, and also an exchange platform linking with education authorities, chorus experts and philanthropy. In order to solve the problem that there is no stage for choral performances in villages, the project set up a tiered stage which has **class, district and county levels** for choral performances in conjunction with education bureaus of counties, and promoted the establishment of school choirs with regular training. The “**Happy Chorus 3+1—Charity Concert**”, held by the Changsha Concert Hall, is a music festival exclusive to rural primary and secondary school choirs, where teachers and students can enjoy professional music performances. The **Miduoduo Choir** from Hunan’s Anren County delivered performances in both national and international stages, allowing teachers and students to experience the wider world outside their hometowns and making their voices heard by people in and outside China.





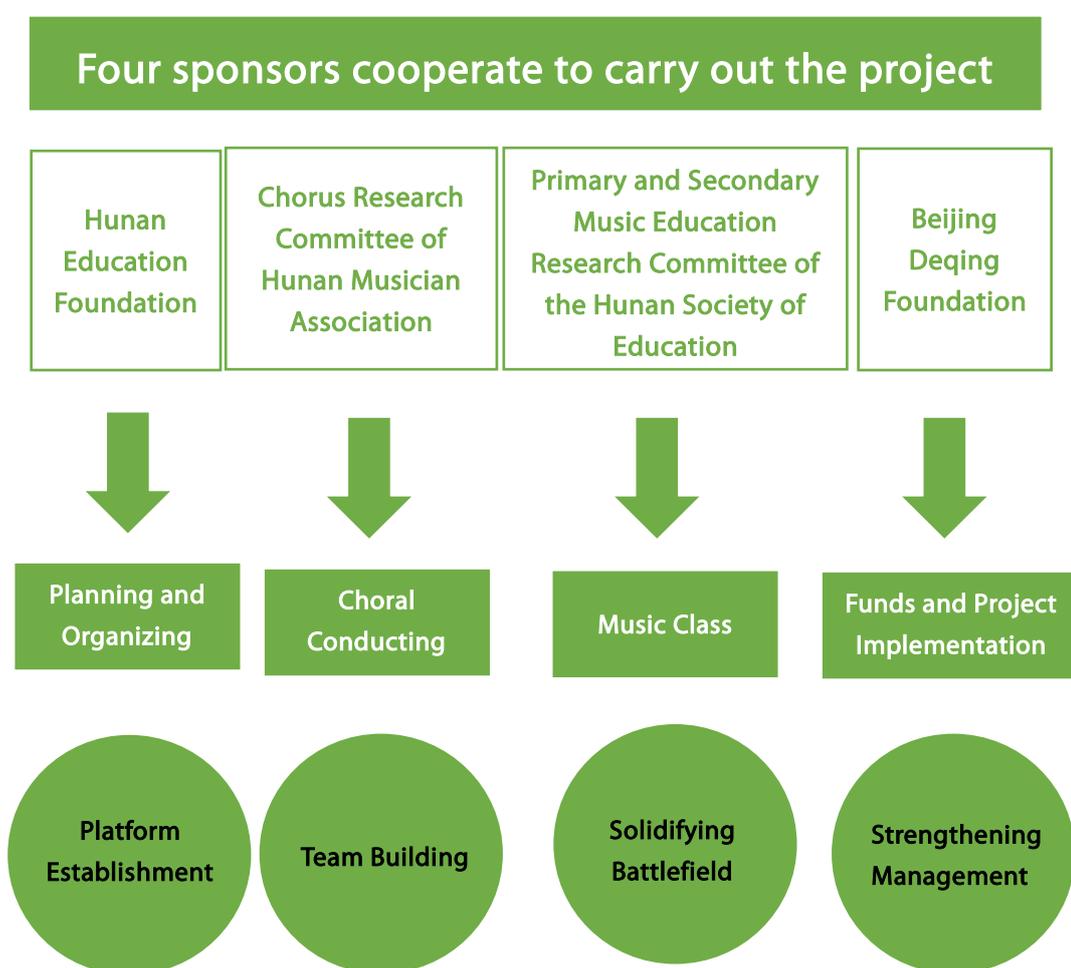
d. Providing teaching and research channels for county-level music education:

In view of the fact that it is difficult for rural music teachers to win a professional title, the project has set up awards for choral performances, with the aim of increasing their chances to win awards. **“The Story behind Children’s Voice”**, as the first collection of stories written by rural music teachers, provides a channel for teachers to participate in music education and research, which is an effective way to achieve scientific research results. **“My Happy Music Class”** establishes a platform for music teachers to deliver high-quality music classes and exchange teaching experience.

The “Symposium on Music Education in Rural Primary and Secondary Schools” has attracted wide attention from the choral world, music education world and non-profit organizations on rural music education, which can promote the popularization of choral art in the countryside.

(3) Collaboration Mode

The “Happy Chorus 3+1” project was jointly initiated by four sponsors, who are indispensable in promoting the implementation of the project and achieving a win-win cooperation.



As a professional choral institute, the Chorus Society of Hunan Musician Association (Choral Alliance) is responsible for organizing expert teams, designing training courses for rural music teachers, selecting course instructors, carrying out training for choral conductors, and coordinating concerts. Therefore, the Association provides a professional service to ensure the training quality of choral conductors. Meanwhile, the project develops a new way for choral professionals to participate in

nonprofit activities and provides them a wider stage to display their talents, which not only makes the public know more about chorus, but also boosts the image and popularity of the experts.

Primary and Secondary Music Education Research Committee of the Hunan Society of Education, as a professional society for music teachers in primary and secondary schools, is responsible for building an expert team who provides guidance for music class, helping rural teachers carry out teaching and research activities, training and recommending music teachers, and delivering music resources, as well as for implementing “My Happy Music Class” activities. Therefore, it provides a professional service to ensure music education. Also, the project promotes music teachers to go deep into the countryside for teaching and research activities, and helps carry out music training and research, thus opening up new ways of sharing music resources between urban and rural areas.

The above-mentioned two societies achieve a “walking on two legs” goal—improving choral conductor training and music education in the same pace.

(4) History

The “Happy Chorus 3+1” project has gone through three periods: the pilot period (2013 in Anren County, Hunan Province), the promotion period (2015-2017 in 7 counties in Hunan Province), and the expansion period (2018 and on, Hunan and Hubei provinces). At present, the project is in the third stage, which will be expanded from three aspects. Firstly, the project will be carried out in regions which have the demand for music education and actively participate in it. Secondly, the project will be conducted in larger regions outside Hunan Province. In 2018, the project, supported by the Huanggang Education Bureau of Hubei Province, was firstly launched in its Yingshan County, and will be held in Macheng City in 2019. Thirdly, cooperation will be carried out with cities besides counties. In 2018, the project received support from the Huanggang Education Bureau. In 2019, the cooperation intentions with the Chenzhou Education Bureau and the Chenzhou Education Foundation were reached to further promote the project.

The project will also be developed from the following three aspects in the future:

a. Project promotion and cooperation: Trans-provincial cooperation will be explored with organizations and individuals with a shared vision in China, so as to attract more organizations and individuals to promote choral art. At present, it has

been determined to jointly carry out pilot projects in such provinces as Shandong and Jiangxi. In the future, it is planned to seek more partners to promote choral art in more remote and impoverished counties in China.

b. Project experience summary and refinement: After years of implementation, the project has collected a lot of data and cases on music education in rural primary and secondary schools. The Foundation hopes to sum up the experience of the project by means of subject study, and strive to turn “Happy Chorus 3+1” into a branded charity project.

c. Project strategy design improvement: With regard to project operations, the project will explore a scientific development path from designing, linking resources, rapid disseminating to experience summarizing. As to project content enrichment, the project will gradually expand from choral art to music course teaching, and then to the construction of campus culture and the harmonious relationship between teachers and students, so that every child in rural primary and secondary schools will become ultimate beneficiaries of the project.

3. Features

The “Happy Chorus 3+1” project initiated a new charity project mode in China’s poor rural primary and secondary schools to alleviate poverty through education by means of popularizing and promoting choral art. The project features are as follows:

(1) Support from Individuals, Social Organizations and Government Departments

The project has received a lot of support from county party committees and governments, education administrative departments as well as city and county education foundations. Besides, choral conductors, didactics experts, music education institutions, NGOs and associations in this field also work together to promote the project. Thus a public welfare platform for multi-party cooperation was established.

(2) Creation of a Lively Environment for Student Growth and a Harmonious Teacher-Student Relationship

The project allows students to visit places of historic interest, learn choral music from

famous music teachers, and deliver performances in music halls, so that children can enjoy choral art. The project also enables teachers to return to the starting point of education, enter the child's mind, establish an interactive teacher-student relationship, and finally find ways to educate children. As a result, children can get excellent qualities such as practice, mistake correction, listening, modesty, punctuality, discipline and responsibility while teachers find self-worth and unleash their dreams.

(3) Exploration of the Sustainable Development Mode According to Local Conditions

Anren Education Foundation, which took the initiative to fund and undertake the project, holds a choral performance named "Voice of Yongle River" in primary and secondary schools in Anren County, and promotes the sustainable development of the "Happy Chorus 3+1" project in local area in cooperation with the County Education Bureau. The Sangzhi Education Bureau and the Sangzhi Education Foundation have undertaken projects to hold choral arts festivals in primary and secondary schools, provide long-term financial support for teachers' choirs, and encourage outstanding children's choirs to participate in competitions. Jianghua County continues to build a four-sound (namely, reading sound, cheering sound, singing song and musical sound) campus, spread the culture of Yao Nationality through chorus, hold class choral performances, and establish a training base for Kodaly music teaching methods.

Part Three: Case Evaluation

1. Achievements

(1) Training Results—Developed a Group of Excellent Music Teachers in Rural Primary and Secondary Schools

A series of training activities for teachers under the "Happy Chorus 3+1" project have provided various training opportunities for rural music teachers. As a result, 935 rural music teachers in total from 14 counties and cities have received training through such activities as Music Going to the Countryside, choir training camps and seminars, with a total training of 2,155 times. In addition, Yingshan County, Hubei Province, set up the Music Education Society for Primary and Secondary Schools, and launched the "Happy Reading of Musical Notation" activity. Musical notation is taught in primary and secondary schools with scientifically planned music classes, while the

topic “How to Develop Choral Activities in Rural Primary and Secondary Schools” is simultaneously promoted.

(2) Charm of Chorus Stage—Outstanding Choirs Emerge

The charity concert “Happy Chorus 3+1” and “Primary and Secondary School Choral Exhibitions” have fostered 79 student and teacher choirs that can carry out routine training. Among them, Anren’s Teacher Choir and the Sangzhi’s Teacher Choir named “The Voice of Lishui River” stand out among choirs in Hunan Province. From 2015 to 2018, the project funded a total of 12 Miduoduo choirs for students from five counties including Anren and Sangzhi to participate in exhibitions in Changsha City, Hunan Province, Zunyi City, Guizhou Province, Zhaoqing City, Guangdong Province and Beijing. The choirs have won a Silver Award at the 6th China Children’s Chorus Festival, and Excellent Performance Award and a Class C title at the 14th China International Chorus Festival.

Education Bureaus of counties mentioned above organized several choirs to participate in choral performances held in cities of Hunan province, which won various honors for their outstanding performances. In addition, many choirs actively participated in the International Choral Art Week during the Huanglong Music Festival and achieved excellent results. The continuous implementation of the project shows that the chorus stage belongs not only to children in big cities such as Beijing, Shanghai and Guangzhou, but also to those in the countryside.

(3) County Education Authorities Change Ideas and Formulated Policies

The “Choral Contest for Primary and Secondary Schools” was launched in 9,247 classes in 360 primary and secondary schools of 9 counties, benefiting 496,396 rural primary and secondary students, demonstrating the project effects to education bureaus. The education authorities in Anren, Sangzhi and Jianghua counties have taken the initiative to undertake the project, which is a full affirmation to the project for sustainable implementation. In 2018, the education bureaus in Yuanling, Xupu, Anhua and Macheng counties actively joined the project, promoting leaders of county education departments to first change their ideas, which is also a full affirmation to the project. At the same time, the Huanggang Education Bureau, the Chenzhou Education Bureau and the Chenzhou Education Foundation speak highly of the project and agree to implement it in all counties of the cities.

The education departments have provided policy support by giving credits to music teachers for outside training and chorus rehearsals, supplied schools with enough music teachers, organized activities such as music teaching & research and competitions, and given financial support to encourage choirs to perform in other cities, which, as a result, promoted the growth of music teachers, and boosted the development of local music education.

(4) Increasing the Project's Impact

The “Happy Chorus 3+1”, jointly launched by the government education departments, the nonprofit sector, the music education sector and the choral sector, now has received support from Hunan Education Foundation, Huanggang Education Bureau and other departments. With the theoretical guidance of the China Global Philanthropy Institute, the project has attracted more and more individuals and organizations with a common vision, and thus won the Group Excellence Award in the 2015 China Charity Award, and the Director-General, Mrs. Li Kemei won the 2015 Philanthropy Icon Award. Besides, the project has attracted a growing number of experts from China's music education sector and choral sector, and its expanding influence has also promoted the implementation of the project.

2. Limitations, Challenges and Suggested Solutions

(1) More Difficulties to Launch Project in New Areas

The project can only be implemented with the support of local governments, choral organizations and music teaching and research organizations. Such multi-party cooperation greatly limits the promotion of the project in new regions. For example, the project cannot be conducted without the support of local education authorities, the Institute of Education Sciences and provincial chorus associations. Only by exploring communication channels and creating more opportunities for the project to be learnt about in new regions, can the project be carried out in such new areas.

(2) Challenges for Project's Sustainable Development

The long-term mechanism for project's sustainable development depends greatly on the support of local education authorities. Once such departments change their leaders or policies, the project will face great challenges for sustainable development. Therefore, the foundation needs to increase communication with education bureaus at all levels, and secure stable long-term cooperation through

various cooperation models.

(3) Challenges to Foundation's Development Caused by Project's Growth Beyond Expectation

At the beginning, the project was planned to be carried out in two more counties every year, but the foundation launched the project in three counties in 2018 and four counties in 2019, meanwhile continued cover the counties from previous years. Such unexpected rapid growth poses a great challenge to the Beijing Deqing foundation, a newly established and small organization. Therefore, the foundation should not only improve its management, but also give full play to the initiative of counties who participate in the project, so as to promote the project more effectively.

(4) Rural Primary and Secondary Schools Lack the Environment to Attract and Retain Outstanding Music Talents

Rural primary and secondary schools in China more often suffer from lack of music teachers. Low salary and poor teaching conditions make it difficult to retain outstanding young music teachers. At the same time, the lack of music facilities and the great demand for music classrooms in these schools restrict the development of the project. Therefore, the foundation is trying to take advantage of the cities' music educational resources to help improve the music education in rural areas. On the one hand, the foundation finds various NGOs to help build music classrooms. On the other hand, it further implements the "Music Backpacker" project and develops new ways to recruit more music volunteers, social organizations and NGOs, who can bring various music resources to rural areas, thus counties where the project is carried out can obtain more social resources.

(Written by Li Weiyang)



VIPKID Rural Education Project
— An Innovative Model of Alleviating Poverty
through Education

VIPKID Teach English Online

Part One: Case Guide

1. Key Words

Poverty Alleviation through Education; Basic Education; Online Education; Rural English Education

2. Abstract

Enlightenment should be achieved before poverty alleviation, while education should be improved before poverty elimination. Providing the young with quality education is an important way to stop the transmission of poverty from generation to generation. For this reason, a project named the “Rural Education Project” was launched by the VIPKid, a leading online education platform, to enable students to learn English from foreign teachers through live videos and help teachers improve teaching quality, as it integrates global educational resources and picks teachers with rich teaching experience from North America, and introduces high-quality online English classes into China’s rural primary schools. The project was officially launched in March 2017. By the end of December 2018, the project had provided high-quality English classes for more than 30,000 students free of charge in 1,000 rural schools, covering 30 provinces, autonomous regions, and municipalities across China. This non-profit “cloud” teaching aims to break the space limitation through Internet technology, deploy global high-quality English teaching resources, and break the barrier between urban and rural areas in English teaching, thus helping alleviate poverty through education, especially improving basic education in poverty-stricken areas and creating a new model that can be replicated and promoted.

Part Two: Case Description

1. Background

Enlightenment should be achieved before poverty alleviation, while education should be improved before poverty elimination. Providing the young with quality education is an important way to stop the transmission of poverty from generation to generation. The Communist Party of China and the Chinese government attach great importance to education and poverty alleviation. In recent years, China’s State Council, the Ministry of Education and other departments have successively issued a series of guidance documents, such as *Notice on Implementing the Project of Poverty Alleviation through Education*, *The 13th Five-Year Plan for Poverty*

Alleviation through Education, and the Implementation Plan for Poverty Alleviation through Education in Deep Impoverished Rural Areas (2018-2020), which shows great concern for poverty alleviation through education. The United Nations Sustainable Development Goals also states to ensure inclusive and equitable education and promote lifelong learning opportunities for all.

Education in poor areas is far behind and lacks high-quality educational resources. Educational resources can be divided into “hardware” and “software”. The Ministry of Education adopts the “Internet + Education” model in various places to promote the sharing of high-quality educational resources in remote and impoverished areas. Currently, 96% of primary and secondary schools across the country have access to the Internet⁴⁶; however, compared with the improvement of hardware, there are still many shortcomings in the “software” of rural primary schools, especially in English teaching. Firstly, English educational resources are distributed unevenly, with a lack of qualified teachers and teaching contents in rural areas. Secondly, with limited means of English education, little attention was paid to children’s social and emotional development in rural areas. Finally, rural students lack functional access to information technology.

As a foreign language, English is very difficult for children in rural areas mainly because they don’t have the language environment and teaching situation. But as a major course in the compulsory education stage, it is important for these children to be proficient at English. Through learning online from English-speaking teachers, the project can improve the English abilities of rural primary school students in listening, speaking, reading and writing, boost their confidence, stimulate their learning interests and increase their knowledge, thus making them have more possibilities in the future and helping further shorten the gap between urban and rural education.

2. Overview

(1) Introduction

The project is based on VIPKid’s long-held social impact dream—to create a cloud school for children around the world, and build an educational non-profit platform which makes the world a big class and let all children have access to high-quality education wherever they are.

⁴⁶ <http://tv.cctv.com/2018/11/22/VIDETocJA1EuNoiFmD3U67c181122.shtml>

The project, based on the reality of English teaching in primary schools of China's poverty-stricken areas and following the principle of poverty alleviation through education, takes advantage of VIPKid's online education model "Internet + Education" and its professional English education R&D team. By developing and upgrading English courses suitable for rural primary school students, recruiting excellent teachers from North America, setting up a non-profit teaching team and coordinating the support of technology and product development, the company has formed an English teaching model for children in poverty-stricken areas to improve their English learning interests and communication skills, thus stimulating their curiosity and motivation to learn and explore.



(Rural Education Project English class in rural school)

(2) Project Mode

VIPKID's "Rural Education Project" offers free live lessons to rural students, which is jointly supported by VIPKID Teach English Online, Jack Ma Foundation, China Children and Teenagers' Fund, Shanghai Adream Foundation and other well-known non-profit organizations.

In view of the weak English foundation of rural students, the VIPKid's Rural Education

Project took students' current textbook as benchmark, and developed a multi-curriculum system suitable for rural children by their professional curriculum team, which aims to cultivate children's interest for English learning, and impart simple knowledge before profound knowledge. The system has some special features:

Class instruction in line with current textbooks — It coordinates the two main editions of current textbooks published by the People's Education Press and the Foreign Language Teaching and Research Press, and covers all the topics in new curriculum standards.

Diversity in forms — In order to stimulate students' interest in learning, there are many forms of curriculum such as singing, drawing, and scientific experiments.

Rich in content — There are nearly 300 lessons including vocabulary, grammar, reading, speaking, expanding knowledge, etc.

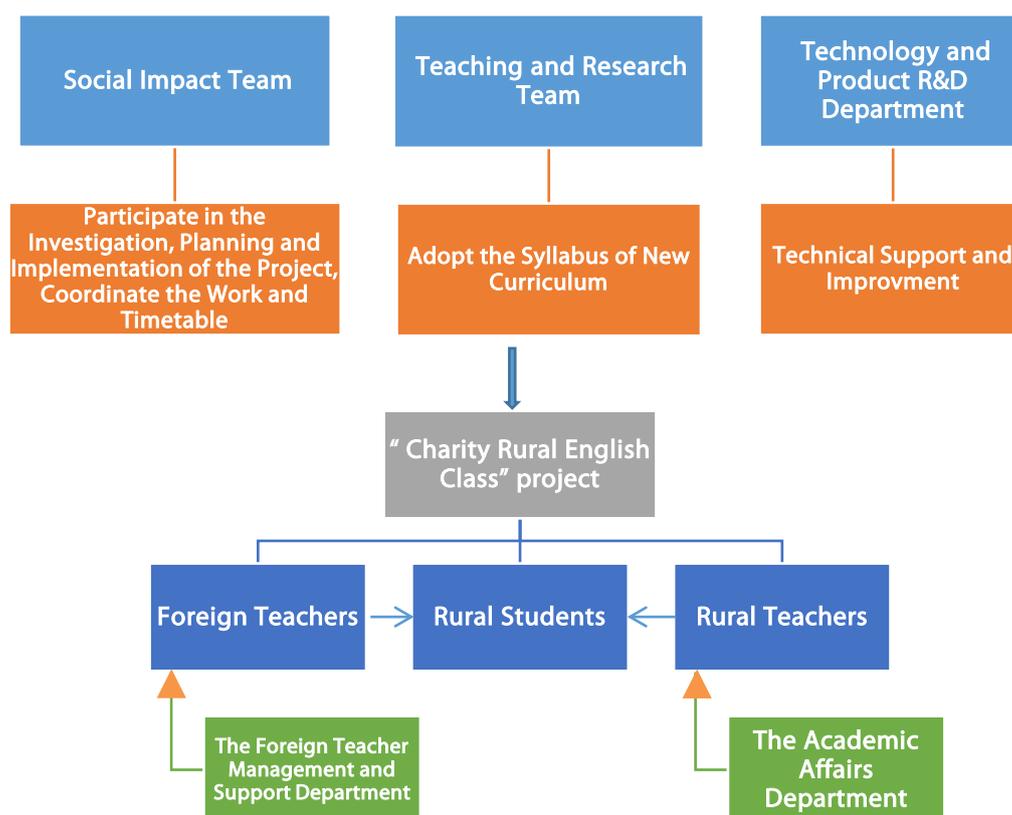
Interactive learning — TPR teaching method (Total Physical Response) combined with interactive courseware makes English lessons interesting and vivid.

Self-selected courses — Students can choose the courses at different levels and adjust learning process according to their circumstances.

Social Impact in education is one of the eight development strategies of VIPKid. Rural Education Project, as an important part of the nonprofit undertakings, coordinates multiple core departments, which, through internal division of labor and efficient coordination, work together to carry out the project.

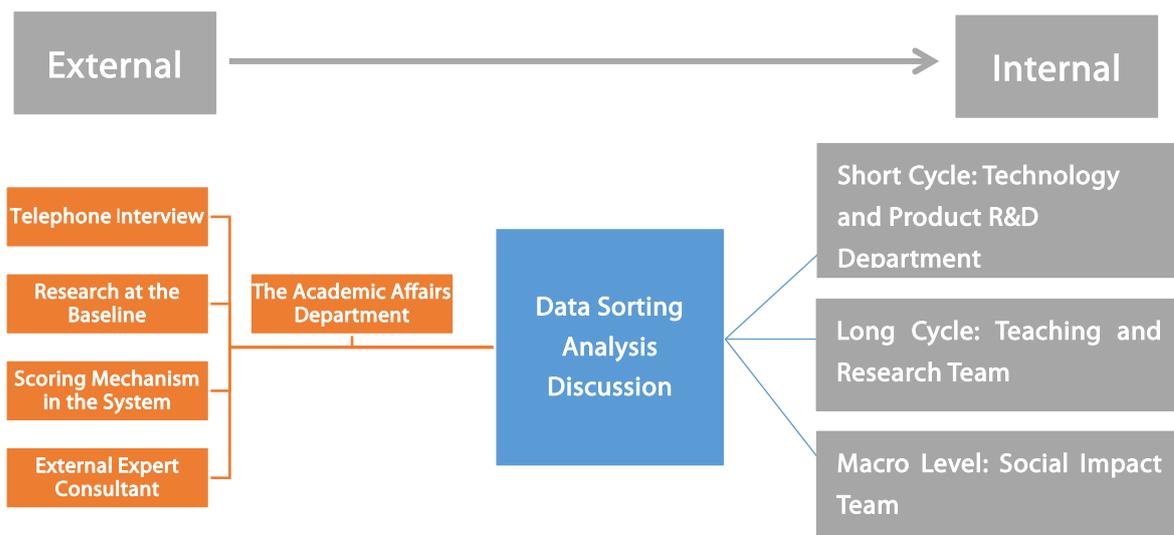
The Social Impact Team, who is responsible for project implementation, builds a 16-person team for the "Rural Education Project" to participate in the investigation, planning and implementation of the project, as well as coordinate the work and timetable of staff in various departments so as to ensure the smooth implementation and promotion of the project. On the basis of the actual needs of rural schools, the teaching and research team carried out curriculum development, optimization and upgrading by adopting the syllabus of new curriculum, aiming to broaden the vision of rural students. In the fall semester of 2018, the "Rural Education Project" has formed a multi-curriculum system for English learners in rural areas. The Foreign Teacher Management and Support Department is responsible for the recruitment, training, and assessment, organization of daily work and community maintenance of foreign teachers in the project. The Academic Affairs Department is

responsible for communicating with English teachers or head teachers in rural schools and assisting them in their work as a bridge between foreign teachers and rural teachers. The Technology and Product R&D Department, as an important part of online education, has formed a set of separate technical solutions from the management backstage and online classroom to user relationship management, which solves the technical problems caused by the differences between one-to-many classroom used in this project and one-to-one model used in VIPKid’s business course.



(Internal work division of the VIPKID “Charity Rural English Class” project)

In regard of external feedback and internal adjustment, improvement and updating are continuously carried out not only in developing curriculum forms and contents, but also in operating system of technology and realization of product value. The internal adjustment requires continuous external feedback. The project continuously collects the results, problems, difficulties and experiences of rural students, rural teachers and foreign teachers in the teaching process, and responds in a timely manner, forming a set of internally and externally connected improvement mechanisms.



(Feedback and adjustment mechanism of VIPKID Charity Rural English Class)

3. Features

(1) Breaking Geographical Restrictions, Deploying Global Educational Resources, and Bringing High-Quality Teachers and Contents to Rural Classrooms

The “Rural Education Project” makes full use of existing resources to enable rural primary school students in poverty-stricken areas to communicate face to face with world-wide professional foreign teachers, thus changing the situation that English teachers are insufficient, let alone excellent ones. The project combines North American teachers with a teaching and research system that includes global and Chinese local elements, and reduces poverty through education by enhancing teacher quality and curriculum content at the same time, in a bid to improving English classrooms in rural areas.

(2) Developing a Complete English Learning Program for Rural Children and a Future-Oriented “Little Citizen” Model

The project hopes to bring the “world little citizen” model to rural schools through a complete English learning program, which combines basic knowledge of the new curriculum with diverse interests and takes learning, innovation, cognition and vision into account. The oral courses provided by professional foreign teachers are characterized by a participatory, interactive and child-friendly teaching method such as teacher-student interaction, group discussion and presentation, thus

improving children such abilities as communication, expression and collaboration and enhancing their confidence. In terms of reading courses, materials suitable for rural children are selected, which take into account life and career as well as confidence and responsibility.

(3) Adopting Online Teaching Method to Promote the Use of Information Technology by Rural Teachers and Students

The project uses internet-based online teaching method to not only expose rural children to information technology, but also help them establish learning awareness via computers and Internet. Meanwhile, this online method can also cultivate rural teachers' skills of using computers and smartphone software, encouraging them to better introduce information technology aids into other classroom teaching.

(4) Providing Mutual Supports and Promotion Between Philanthropic Project and Company's Commercial Business

After years of practice, VIPKid has accumulated considerable experience in commercial courses. In teaching and research, it has the ability to independently develop teaching materials; in terms of teaching team, VIPKid has accumulated professional and excellent English teachers from North American countries; in terms of technology platform, VIPKid's teaching software has been continuously improved in the business curriculum to better serve children's English learning; in terms of team building, a highly efficient and cooperative team has been formed for both the management and teaching affairs of the company. After courses have been opened for many years, all departments are able to better serve the philanthropy project and achieve the company's philanthropy dream. Meanwhile, the free courses can help all the teams to better understand the meaning of education and increase team cohesiveness, thus promoting the development of commercial courses.

Part Three: Project Evaluation

1. Achievements

Since its official launch in March 2017, VIPKid's "Rural Education Project" project has been successfully carried out for the fourth semester. By the end of December 2018, the project has provided free and high-quality English lessons by foreign teachers for more than 30,000 students in 1,000 rural schools, covering 30 provinces, autonomous regions, and municipalities across the country.

Through six questionnaires and telephone interviews that covered all students who participated in the project, the data showed that more than 95% of the rural students improved their enthusiasm for learning, more than 97% enhanced their expression skills, and over 88% promoted their ability of listening to English.

In regard of individual cases, the average English score of a class in the southeastern region of Guizhou Province has increased by more than 20 points, and the final English score of a primary school in a remote area of Nanchong City, Sichuan Province, is among the best in the county. In addition to the direct results of scores, the feedback from rural teachers shows that through direct communication with foreign teachers, students have gained English knowledge, and more importantly have the courage to speak English and become more interested in learning English. As a result, the project not only broadens the horizon of rural children, but also gives them a pair of eyes to observe the world.

2. Innovation

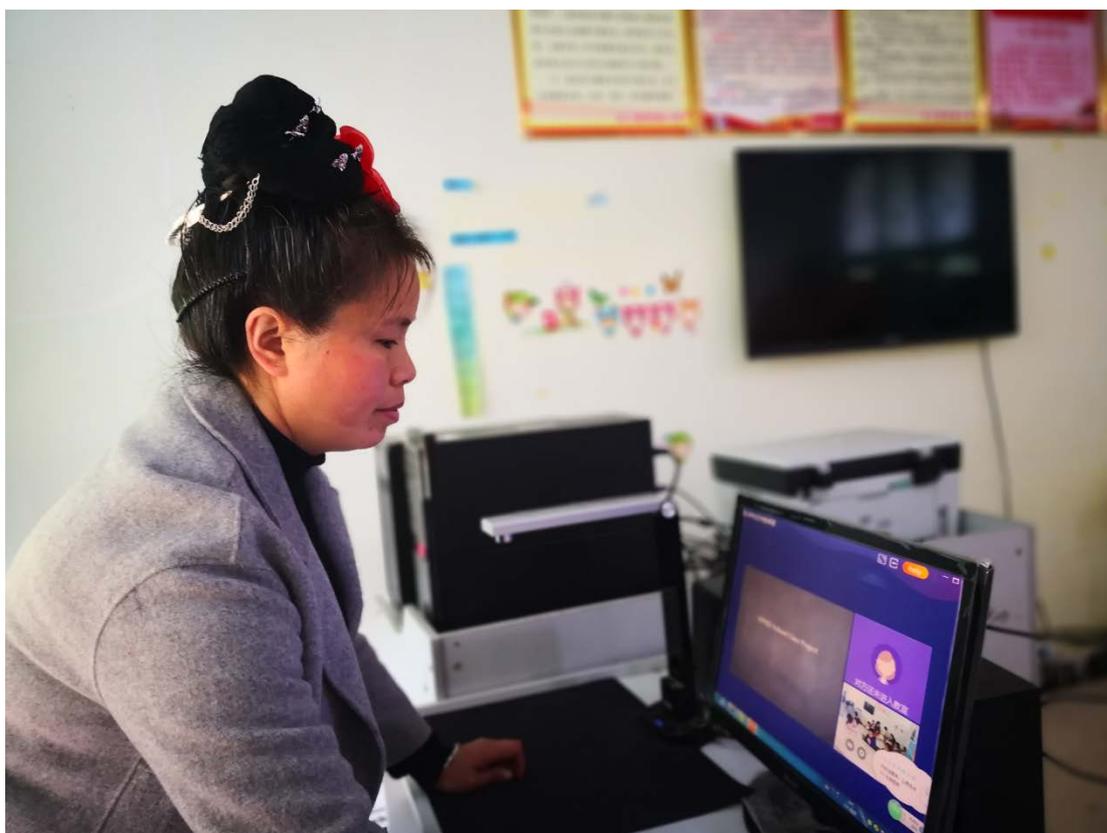
Compared with the previous and traditional model of alleviating poverty through education, the innovation of the “Rural Education Project” lies in three aspects.

Firstly, the project not only helps them in English studying but also inspires their ambition, which broadens the horizon and international vision for children in poverty-stricken areas. Based on the needs of the target audience and the actual situation of rural English teaching, the philanthropy project has designed a multi-curriculum system suitable for rural children. The project uses its own platform and resource advantages to enable children in poverty-stricken areas to learn from foreign teachers in North America through online classroom model, which not only stimulates their interest in English learning but also opens a new window for them.

Secondly, the project takes advantage of information technology to solve the last mile problem. The core of educational philanthropy lies in solving the problems in education itself, especially teachers’ quality and teaching content. The project uses Internet to integrate the world’s best educational resources and bring excellent teachers and curriculum resources thousands of miles away to classrooms in rural schools. Thanks to the Internet, the project has seamlessly connected the demand and supply of educational resources, and worked out a new solution to the access and distribution of excellent educational resources.

Thirdly, the project has deep involvement in rural English education and becomes a

model in a quick manner. The traditional practice of poverty alleviation by enterprises is often that enterprises provide funds to NGOs and the latter provide services. Different from traditional practice, VIPKid is directly involved in the project, whose implementation adopts the organizational structure and workflow of commercial activities, which can make it a model in a quick manner and realize real-time update.



(A rural primary school teacher in Laotun Town of Taijiang County of southeast Guizhou province logging in software course for class provided by foreign teachers)

3. Experience and Enlightenment

Since its launch, the “Rural Education Project” project has gained much experience for poverty alleviation. Firstly, both “software” and “hardware” need to be applied in poverty alleviation through education. Secondly, information technology should be made full use of to promote poverty reduction. Thirdly, deep involvement should be guaranteed in poverty alleviation.

4. Promotional Value

From the perspective of project model, the model of “Rural Education Project”

project is reproducible. Integrating educational resources and connecting information technology and education through online education makes this model not limited by subjects, learning content, and learning level. In educational poverty alleviation, this model can be applied to different goals, such as consolidating basic education, promoting vocational education, and paying attention to early childhood development, etc., so as to cope with the advancement of targeted poverty alleviation in the field of education.

From the perspective of project subject, the model can inspire more enterprises and institutions with professional resources and technology to achieve in-depth involvement in poverty alleviation and carry out targeted poverty alleviation with their own advantages.

(Written by He Dan)





Preschools of the Future (POF)

**Humana People to People
Cooperation Project Office of Yunnan Province**

Part One: Case Guide

1. Key Words

Remote Countryside; Children at An Age of 3-6; Preschool Education

2. Abstract

With preschool education as a starting point, the 'Preschools of the Future' Project (hereinafter referred to as "POF") mobilizes and supports communities in remote and impoverished areas to set up mixed-age preschool classes with a number of 15-30 preschool children. Using local spare buildings, POF provides funds to repair and purchase equipment, and to set up a parent committee. The committee, together with the community, selects young people with a junior high school degree or above as teachers, who are paid by the parents and trained by Humana People to People. After three years' support by Humana People to People, preschools are handed over to the community or local government departments. POF provides children with the opportunity to receive preschool education in their own villages at minimum cost. Led mainly by community, the project is thus can be viable and sustainable. It is hoped that through the implementation of the project, the intergenerational transmission of poverty will be broken in rural areas. Since its launch in 2008, the project has opened 315 preschool classes in 14 counties of 3 provinces, benefiting more than 13,000 children.

Part Two: Case Description

1. Background

With the implementation of the *Outline of the National Medium- and Long-Term Program for Education Reform and Development* and the Three-Phase Preschool Education Action Plan, China has achieved remarkable results in popularizing preschool education. In 2018, the national gross enrollment rate for three-year preschool reached 81.7%. At the same time, however, "preschool education is still the weakest part in China's education system due to its poor development in the long term. About one-fifth of the preschool-aged children in China still cannot receive preschool education, and the gross enrollment rate for preschool is generally below 50% in concentrated poverty-stricken areas."



Yunnan Province is one of the provinces in China with the most complicated poverty problem, the largest number of impoverished people and the highest level of poverty. In 2018, the province's enrollment rate of preschool was 79.6%, still lower than the national average enrollment rate of 81.7%. At the end of 2017, the province's average enrollment rate was 71.15%. However, the enrollment rates of 129 counties in Yunnan Province ranged from 20% to 100%, and the rural enrollment rate was much lower than that of urban areas. Some minority areas and remote mountainous areas are far below average. In 2017, Yunnan Province still lacked 106,000 kindergarten teachers and staff. Based on research of the Yunnan Provincial Department of Education, 49% of rural preschool children in poverty areas have never heard stories from their parents, and 72% of parents have never interactively played with their children.

**Comparison between Chinese urban and rural kindergartens' gross enrollment rate
(2006-2012) (unit: %)**

Year	3-year GER			1-year GER		
	Urban	Rural	Disparity	Urban	Rural	Disparity
2006	58.05	29.63	28.42	72.08	50.14	21.94
2007	62.11	29.86	32.25	74.85	49.51	25.34
2008	65.63	31.73	33.9	78.96	50.78	28.18
2009	67.72	33.13	34.59	77.05	49.03	28.02
2010	69.76	34.95	34.81	75.68	48.12	27.56
2011	87.72	28.59	59.13	76.37	29.64	46.73
2012	89.10	29.69	59.41	81.24	31.70	49.54

2. Overview

(1) Introduction

POF, as a brand project of the Yunnan Representative Office of Humana People to People (hereinafter referred to as “Humana”), is implemented mainly by the organization itself, and often in cooperation with the ‘Good Start’ Project team of the China Charities Aid Foundation for Children, Shanghai Huji Public Welfare Foundation, Yunnan Youth Development Foundation, and Yunnan Chinese Entrepreneurs Commonwealth Foundation. The project location county education bureau will assist in finding an office and support the project implementation.

POF project is driven by demand and operated by the community in a bottom-up manner. The community participates in the management of preschool classes. Teachers are recruited from the local community, with 80%-90% of salaries paid by parents, which ensures the stability of teachers and the sustainability of the project. According to the statistics, the teacher turnover rate in the past 10 years was only about 15%. The project team lived in the project area to train and supervise teachers’ teaching and management work, thus ensuring that children are provided with high-quality preschool education.

(2) Operation Mode

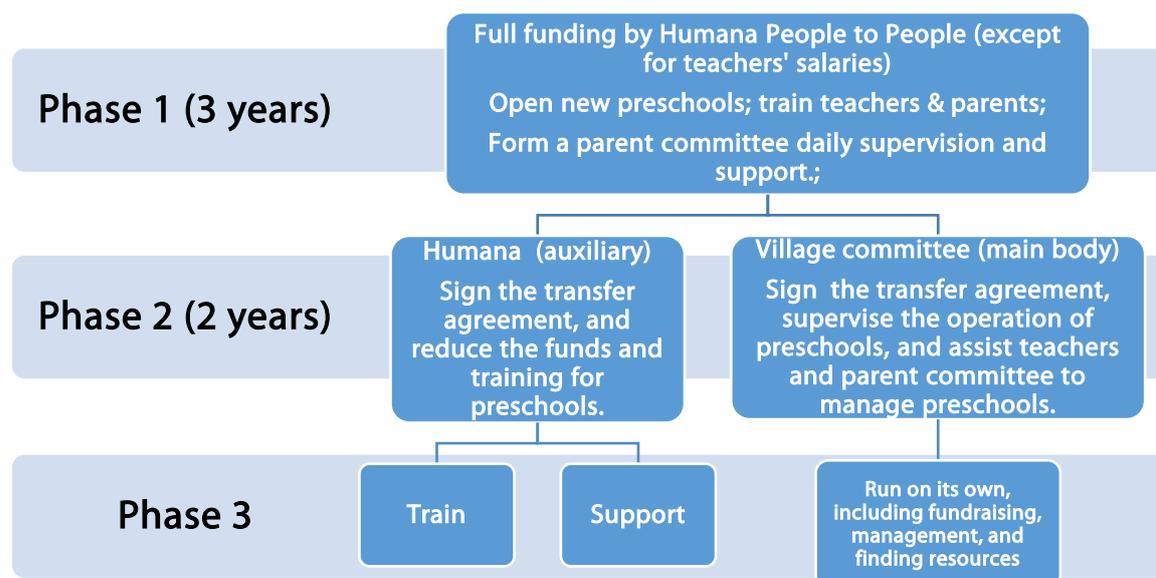
POF, as a charity project, is carried out by Humana in remote rural areas by integrating community resources and providing children with preschool education near their hometown. The project is implemented in three phases—helping villages without preschools to obtain the skills to provide preschool education, establishing preschool classes and handing the preschool classes over to the community.

Phase One (3 years): Humana fully supports the establishment of preschools

a. Location: Preschools are set up in natural villages in remote and impoverished areas; therefore, local children can enjoy preschool education without travelling long distances. The project re-uses idle primary school buildings, party cell activity rooms, cultural rooms or libraries, and renovates them into children’s activity venues, which are equipped with basic teaching facilities and materials.

b. Teaching Mode: The preschools operate mixed-age classes with children aged 3-6. Preschools carry out daily play-based learning ranging from five to six hours,

including five courses (listening, storytelling, speaking, numbers, simple Mandarin, nature, history, singing, painting, games, dance and physical exercise, hygiene, etc.) and six week themes (storytelling by teachers, singing, experiencing and imagining, getting used to school, outdoor activities, art, etc.). If the preschool is in a remote mountainous area where ethnic minorities live together, it will adopt a bilingual teaching model of local language and mandarin. The preschool also provides daily nutritional meals and annual health examinations for children.



c. Community Self-Service Mode: The project establishes parent groups and parent committees in local areas, and organizes parent committees and teachers to train parents in early childhood development, health knowledge, nutrition & health knowledge, and national policies & rights. The project encourages parents to establish salary standards for preschool teachers, and allows parent committees to manage daily affairs and make decisions for major issues of the preschool. Humana will also arrange a project team which lives in the preschool project area, and each project manager is responsible to supervise, evaluate and guide 10 preschool teachers.

d. Teacher Recruitment and Training: Most of the preschool teachers are selected by the parent committee in the village. Teachers must have at least a junior high school degree or above and participate in a three-year training provided by Humana. Project managers working and living in the county provide 680-hour off-site and on-site training for teachers during three years. They also supervise teachers, support preschool operation and management as well as offer training for parents. Each

project manager is responsible for around 10 preschools.

Phase Two (1 year): The project will be handed over to the local community or education bureau / central primary school for management by signing a project transfer agreement with partners and the local village committee. In this 4th year, Humana will reduce the financial support and the number of trainings by half, making the local village committee or education bureau/ central primary school gradually manage the preschool on its own.

Phase Three (unlimited years): The project continues to support teachers through the Kunming Project Office, by establishing an online preschool teacher network in order to share experience, teaching tools and methods, and to ensure the quality of the preschools.

(3) Cooperation Mode

Humana not only understands the actual situation and needs of preschool education from local government departments, but also raises and integrates resources from the society to support the development of local preschool education. After reaching a basic agreement with the project donor, the project team will conduct field research on specific needs, and then submit a specific application and budget to the donor, and finally sign a donation agreement. After that, Humana will make preparations before the start of the preschool, including mobilizing the community, establishing a parent committee, determining the location, signing a donation agreement with the village committee, and training the teachers selected by parents and the community. After the preparatory work is completed, the preschool will officially start, and teachers carry out teaching duties according to the requirements of the POF program.

(4) History

In 2008, Humana began to carry out community development projects in Zhenkang County of Lincang City, Yunnan Province. During the process, the team noticed that many farmers were often absent from trainings and meetings organized by the project and later they learned that the farmers needed to look after their children since there was no kindergarten or nursery in the village. The nearest kindergartens are in towns or even counties - far away from the village, which makes it very inconvenient for farmers to pick up and drop off their children. Humana discovered the need for local community preschool education, and began to develop the POF project. When the project started in 2008, the three-year preschool enrollment rate

in Yunnan Province was only about 30% (37.43% in 2010).

By 2015, the project had covered seven counties in Yunnan Province and expanded to Liangshan Prefecture in Sichuan Province. In 2016, it was also expanded to Hubei Province and has served more than 13,000 children by 2018.

In 2017, the POF project, with its excellent service and good model, became one of the first brand projects to be promoted by “The China Effective Philanthropy Multiplier Platform”, aiming to solve social problems by scaling up. In 2016 and 2017, the Government pilot policy of “One Village - One Preschool” was implemented in Sichuan’s Liangshan Prefecture and Yunnan Province. Based on this policy, the project team adjusted the project model and developed two models—the POF community model which means community preschools are carried out in remote natural villages independent from the center school, and the “One Village – One Preschool” model, where the preschool facility is renovated by the local education bureau and Humana provides technical support to the center school to run the preschool

3. Features

(1) Innovative Mode

The project provides early childhood education and care services for children aged 3-6 who cannot access other preschools. The project team builds a successful partnership with local communities, village committees and governments, and allows the community to manage the preschool by itself.

(2) Preschool Managed by Community by Making Full Use of the Resources Already Available in the Community

The project uses the existing idle buildings in the community, and appoints young people in the community selected and paid by parents as teachers.

(3) Sound Sustainability

After the project team withdrew from the local project site, according to survey, some preschools continued to be operated as a satellite class of the local central primary school or kindergarten, or registered as private kindergartens, or continued as community-managed preschools operated by the village committee.

(4) Joint Efforts Made by the Whole Village for Fostering One Excellent Child

In the project, teachers, parents, and neighbors all live in the same village with children, which is very important as teachers and parents can communicate with each other regularly and are familiar with each other.

(5) Bilingual Education

Once entering the kindergarten, children are allowed to obtain knowledge and learn Mandarin. The project may reduce children's language barriers in remote minority areas.

Part Three: Case Evaluation

1. Achievements

(1) Project Results and Assessment Results

Since its launch in 2008, the POF project has established a total of 315 preschools in 14 counties of 3 provinces, benefiting more than 13,000 children, over 430 teachers, and over 12,500 parents.

Firstly, the project helped children in remote rural areas attend preschool without traveling far. Secondly, training for teachers enhanced their professional knowledge and skills, also changed their attitude. Thirdly, the project liberated the labor force of rural families. As children are sent to preschools, parents have the opportunity to improve their financial situation by doing more work. In addition, preschools also train parents about the importance of early childhood education and family education. Fourthly, preschools allow children to adapt to school and learn simple Mandarin, thus they can prepare for primary school. Finally, the community improved its ability of public participation by managing the preschool.

The project invited a preschool education team of Sichuan Normal University to conduct a third-party evaluation from 2013 to 2016. The result showed that the children from the preschools were significantly better than those who did not enter school in terms of fine movements, language expression, cognition, socialization, and pre-primary learning skills.

(2) Awards

In 2012, Humana was awarded “Outstanding Enforcement Agency of Charity Aid for Children” by the China Charities Aid Foundation for Children. In 2013, the “Zhengkang Project of POF” was broadcasted by “For You”, CCTV1’s large-scale nonprofit education program. In 2014, the POF project was selected as a “Community Hero” Project by CCTV12. In 2017, the POF project was presented as the first non-government charitable child education project launched in communities at the “First International Symposium on Sustainable Development of Rural Preschool Education in Yunnan Province”.

(3) Influence

Since its launch in 2008, the project model has been approved by Yunnan Provincial Department of Education, the Sichuan’s Liangshan Prefecture Committee and other government departments, and contributed to the creation of the “One Village – One Preschool” policy. In October 2014, the School of Educational Science of Sichuan Normal University published POF as a solution to preschool education problems in remote rural areas in the 632th edition of the famous professional magazine *Preschool Education*. POF has also motivated the “Yunnan Preschool Education Innovation Project”, a World Bank loan project, to initiate the first public bidding for NGOs in China World Bank projects, where POF was selected to set up five rural preschool classes in Qiaojia County of Zhaotong Prefecture.

In summary, POF provides solutions to major social needs through its feasible model, and affects education policies of Yunnan and Sichuan provinces in the southwest of China. Meanwhile, through the first public bidding for NGOs by the World Bank loan program, innovation has been made in administration and policy.

(4) Replicability

The POF model has a detailed introduction to its purpose, methods and systems, which is contained in a set of 12 volumes of manuals, books and posters, focusing on how to train villagers as community preschool teachers. In addition, POF has a set of self-developed management tools.

The POF community model can be replicated in remote villages on the basis of the following five conditions. First, the village has suitable rooms that can be refurbished as class rooms meeting local government’s safety requirements. Second, there are

passionate villagers with a junior high school degree or above, who are trusted by community members and are capable and willing enough to be a preschool teacher. Also, they should be able to work five to six hours a day to manage 15-30 children. Third, the number of students should be stable with at least 15-30 students over all three years. Fourth, the model can receive support from village committees. Finally, the model can receive support from township governments.

However, the POF project also faces many challenges in the replication process. First, preschools are located in remote small villages, which are affected by the general trend of urbanization in China. If families move to another place, the number of preschool-aged children will decline, and the subsidies of community teachers will become more unstable. 15-20% of preschools had to be closed after some time due to various reasons, mostly reduction in student numbers and the consequent increase in cost for the remaining parents. Second, preschools are built in natural villages or “production groups”, which are under administrative villages, townships and counties. Once the government or a private investor establishes a kindergarten close enough to the village, children under the POF project may transfer to the new kindergarten. Third, in order to train community teachers at the “front line”, project leaders must be able and willing to provide services for these remote communities. Therefore, most POF project leaders come from rural areas, and are familiar with the harsh living conditions, traffic, weather and power outages there, and therefore are more suitable candidates for interaction, discussion and cooperation with villagers.

2. Project Limitations, Challenges and Suggested Solutions

In addition to the challenges faced in the replication process, the POF project faces the following three challenges:

The first challenge is low qualification of teachers. Most of the teachers only earned a junior high school degree or above, which does not meet the national educational requirements for those who want to obtain the teacher qualification certificate. Even if they reach the same level through training, it is difficult for them to obtain the qualification certificate.

The second one is the lack of teaching resources (software and hardware). The funding of the project mainly comes from social fundraising, which is therefore limited.

The third one is that some local education bureaus do not register the children in the

national student registration system because they think that these preschools do not meet the national standards of kindergartens.

Suggested solutions: Teachers can be given more training to improve their personal abilities by making use of online training resources. Meanwhile, cooperation with local institutions such as Kunming University can be strengthened to obtain high-quality training resources and support. A network of mutual help for preschool teachers should be established to strengthen mutual support and collaboration among teachers. The project should cooperate with the Ministry of Education and the Department of Education at all levels to promote recognition and grantmaking by authorities.

(By Michael Hermann and Qu Shuqun)





Promoting Healthy Growth of Migrant Children
in ZaiChengZhang Center
or Migrant Children

Evergreen Center for Sustainable Development

Part One: Case Introduction

1. Key Words

Migrant Children; Community Education; Promoting Growth; Community Building

2. Abstract

Center for Migrant Children (hereinafter referred to as “CMC”) project is supported by the Hong Kong Kadoorie Charitable Foundation and the Working Committee on Children and Women of local government and street communities. The project was launched in 2014 with a three-year cycle. The first phase was carried out from 2014 to 2017, during which Evergreen set up five migrant children’s CMC in Beijing, and developed a series of courses, teacher guidance manuals and standardized management manuals for CMC. Since November 2017, with the support of the Hong Kong Kadoorie Charitable Foundation, the organization has carried out promotion, reproduction and related training of the project in cities outside Beijing. At present, the project has been extended to second-tier cities like Hefei, Xi’an and Qingdao, where there are more migrant children and fewer supporting agencies.

Part Two: Case Description

1. Background

Since 2014, Evergreen Center for Sustainable Development (hereinafter referred to as “Evergreen”) has been focusing on the situation of migrant children and their families. With the process of urbanization, more rural people are pouring into cities in search of opportunities to improve family life. According to the sixth National Census, three million of the eight million migrants in Beijing are unskilled workers from rural areas whose children do not possess the education and medical services provided by the government. Often, they do not adapt to the new environment, inherit poverty and lower social status from their parents, and some family members even have problems of violence, which can lead to serious social problems.

The main social problems faced by the migrant population include:

(1) Living in Abominable Conditions at Home and in Community

70% of migrant families live in single rooms (15 m²) with no toilets and no separation, and the communities are surrounded by construction sites and humid open-air

markets. From earlier community visits, Evergreen found out that 90% of migrant children did not attend kindergarten or lack of pre-school education, and that some of them struggle to bear private unlicensed primary schools. Further, many children play in crowded streets and play in the markets where their parents work.

(2) Lack of Self-Confidence and Sense of Belonging

Lives of most migrant children are volatile and have poor sense of belonging. Statistics from the community survey shows that 68.5% of migrant children are not sure whether they are rural or urban residents. They don't want to go back to their hometown to become farmers when they grow up, but they don't know what they can do when they grow up, thus they lose the motivation to learn. Half of the children surveyed by Evergreen have never visited urban parks, libraries, children's palaces or science and technology museums. In addition, they have quite limited knowledge of their cities and lack a sense of belonging to their families. Without a perfect family education and a healthy environment of growth, they will follow their parents' path with low-paid jobs, thus constituting an intergenerational transmission of poverty and missing opportunities for development.

(3) Lack of Family Support in Face of Difficulties

Due to a lack of education, patience and time, parents of migrant children are often unable to find solutions to their children's difficulties. Many of them work every day from 4 or 5 a.m. to 8 or 9 p.m., thus parents cannot accompany their children in their daily studies or talk to them regularly at home. As a result of poor communication skills, 30% of children suffer abuse, verbal or physical harm from their parents.

(4) Lack of Integrated Social Support Networks

Migrant children need professional social organizations to provide assistance and guidance. According to a survey of 15 social organizations conducted by Evergreen in 2016, many of their staff have never served migrant children, nor are they aware of the complexity of problems faced by migrant children. Some organizations have carried out scattered activities, such as buying books and clothes for children. However, few social organizations and projects assist migrant children in an effective and comprehensive manner.

The experience of past five years has indicated that the needs of migrant children and their families are multifaceted and that addressing the education of migrant

children requires a long-term security of intervention rooted in the communities of migrant population, an integrated platform for aggregating social resources to provide services and support. Evergreen puts forward a solution to set up a ZaiChengZhang CMC in a migrant area.

2. Overview

(1) Introduction

The implementing agency of this project is Evergreen. In order to facilitate on-the-ground service, Evergreen has hatched three social organizations outside Beijing: the Evergreen Social Work Service Centers in Luyang District of Hefei, Weiyang District of Xi'an, and Qingdao.

The cooperation organizations of this project comprise Shanghai United Foundation, Animals Asia Foundation, and Ai You Foundation and so on. Local community neighborhood committees and Qingdao Zunyi Road Primary School are the venue support units.

Evergreen aims to promote the healthy growth of migrant children by providing courses and activities for children's education, family development and community integration for migrant children and families through opening CMC in the migrant populated community.

(2) Project Mode

ZaiChengZhang CMC generally meets the social needs from two aspects —— operation and business development. The operation of CMC covers three aspects: children education, family growth and community integration.

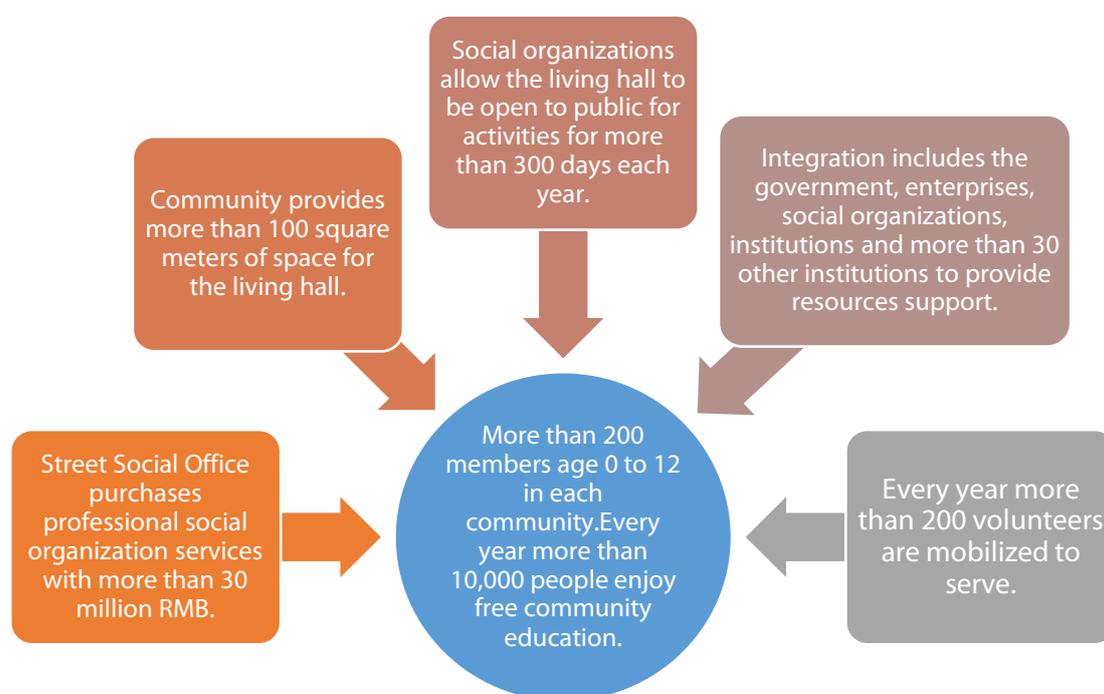
a. Children Education: Basic services in CMC include open space, homework tutoring, book reading, and development assistance courses specially designed for migrant children, which are divided into five categories: reading, performing, cultural and artistic, natural and environmental protection, and safety education.

b. Family Growth: Including parents' micro-classroom, parent-child activities, and social workers' support for impoverished families.

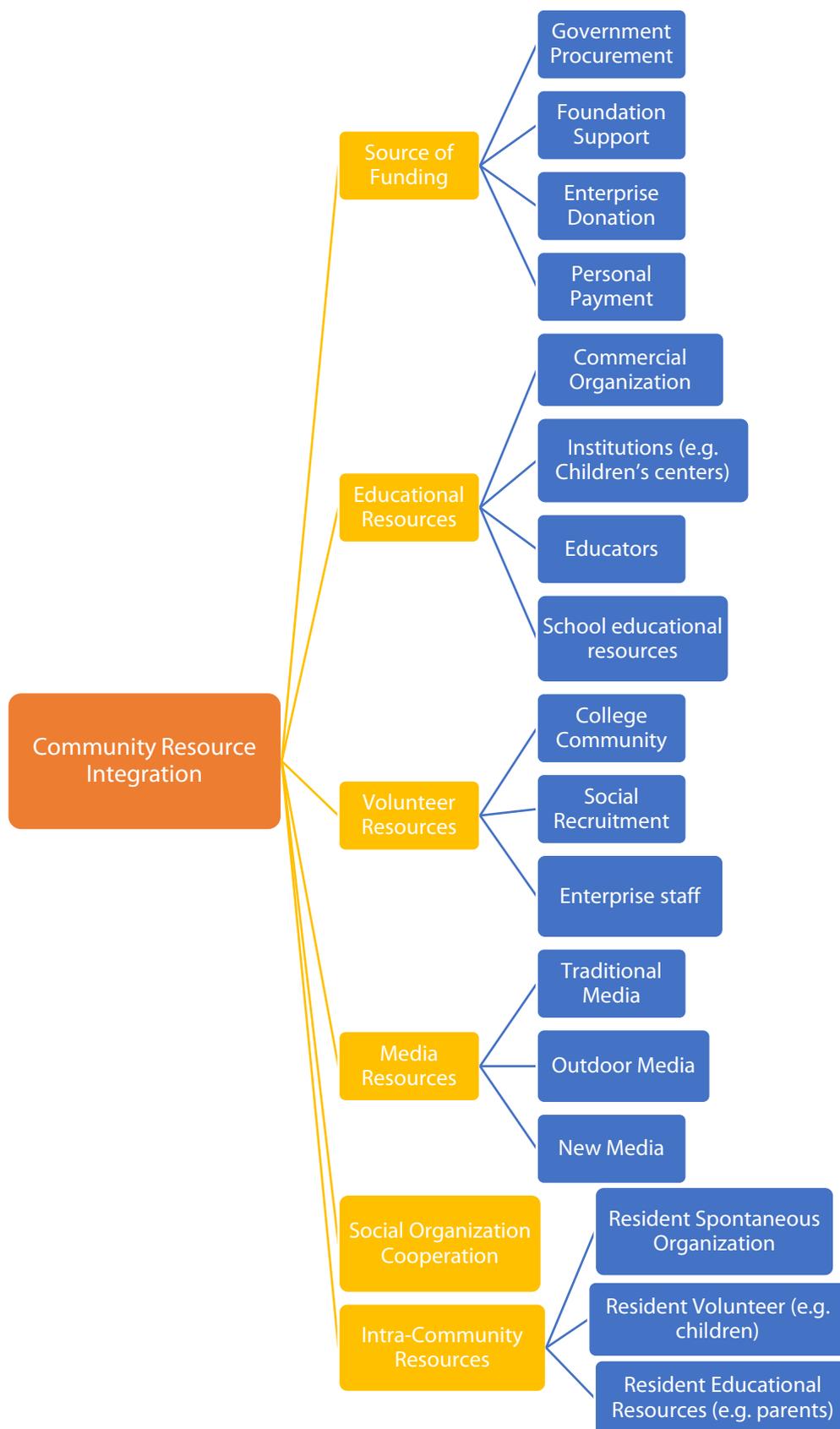
c. Community Integration: Combined with the characteristics of the community,

children are organized to form environmental groups to improve the living environment of the community. The project shall form the multicultural groups, mobilize the community residents to introduce the culture, traditions and diet of their hometown, and encourage more people to participate in community building.

The business development of ZaiChengZhang CMC comprises training and hatching local social organization. At present, Evergreen has opened 14 CMCs in four cities, while facing the huge amount of migrant population, the number of CMC is still far from reaching the demand. Evergreen offers a series of training courses for professionals working in Children's Homes and people who are concerned about the current situation of migrant children and interested in serving them. The courses include not only the current situation of migrant children, the plight faced by them, the rights of children under the United Nations Convention on the Rights of the Child, the development characteristics of children and adolescents, the solutions of Evergreen, etc. In addition, there are also targeted management training related to the CMC's operation. Further, through project supervision, Evergreen provides small seed funds in a cooperative manner to social organizations in need, in the hope that they will grow into a comprehensive organizations with integrated services for migrant children, allowing more migrant children to benefit from inclusive child charity projects.



(Operation Mode of ZaiChengZhang CMC)



(Cooperation mode of CMC)

As sponsor and executive agency of the project, Evergreen is responsible for the research, expansion, resource docking and project replication. Through community survey, literature review and data analysis by experts, we manage to identify the cities and communities where migrant children are highly populated and ZaiChengZhang CMC is badly needed. Based on the communication with local Working Committee on Children and Women and relevant personnel, we recognize the operation situation and needs of the Children's Home ran by Working Committee on Children and Women. Besides, through connecting with local street communities, we manage to obtain more operation spaces from relevant government departments. In the progress of our service, we organize training, observation tour, open classes, presentation and other activities to improve the capacity of staff from local professional Children's Home and social workers to serve children, to provide the necessary talent reserve for CMC. Through the execution of training with the support of the Shanghai United Foundation and the provision of small start-up funds, we provide the start-up funds and supervision services for those interested in the operation of CMC. Besides, with the financial support of Animal Asia Foundation, the project developed animal welfare courses and provided training for our staffs, so as to carry out the knowledge-sharing of animal welfare and promotion of environmental protection for children in CMC. Under the non-restrict funding of Ai You Foundation, we complete the capacity-building of the organization to better serve the migrant children.

(3) History

Implemented in Beijing in 2014, after three years of continuous operation, we have gained a relatively rich experience in project implementation and management, and completed the development of curriculum system. Evergreen focuses on the accumulation of experience, and constantly summarizes, refines, and forms a complete set of operational management manuals and a series of courses for CMC. Evergreen carried out the second phase of CMC project promotion in November 2017 in Qingdao, Hefei and Xi'an, with a certain standard of charitable program replication experience, to explore the sustainable operation mode continuously. The development goal of Evergreen is that CMC will grow from 14 to 100 throughout the country in the next 3-5 years.

In addition to expanding the number of CMC in each city, the project will continue to develop in the following three directions in terms of operation: Firstly, constantly enrich the curriculum, and enhance the integration of migrant children, families and communities through multicultural intervention. Secondly, strengthen links with

local social organizations, and provide the comprehensive services for migrant children in a richer content and form. Thirdly, carry out more training for relevant personnel.



3. Features

(1) Comprehensive Solutions to the Social Problems of Migrant Children

Providing comprehensive services for children from three aspects - basic child services, child family development and community building - focusing on the de-tagging of migrant children, promoting the integration of migrant and urban children through activities. Further, the feedback and evaluation of participants and project implementation shows the effectiveness of this project's unique positioning.

(2) Project Sustainability Design

Evergreen has taken full account of the project's characteristics during project planning stage, and has made special design for project sustainability. In the management of each CMC, community residents will be mobilized to carry out self-management. Through training, project presentation, and expert guidance, the project shall improve the self-management capacity of migrant communities in CMC. In the first year, full-time staff and outside volunteers are fully responsible for the operation of CMC. In the following year, CMC manager assistant and volunteers are recruited from within the community, and gradually form the mutual assistance groups composed of children and their parents to assist in CMC. In addition, the parents actively participate in salon activities. The pre-school children's corner shall be established and leave it to the mothers in the community. In the third year, CMC will gradually realize the transformation from the outside personnel management to

community self-management.

At the same time, the board of each CMC are establishing. In the first year, the CMC manager, together with relevant stakeholders, including local government agencies, community leaders, representatives of children and their parents, community experts, formed the board of a CMC. In the following year, the board will attempt to independently manage CMC and serve the community. In the third year, the board will assume greater responsibility for the financing of CMC in order to achieve sustainable development.

(3) Focus on Resource Integration and Industry Cooperation

Various social resources are integrated during the project, including foundations, social organizations, communities, colleges and universities, enterprises (funding and material sponsorship; employees participating as volunteers), media (establishing a migrant children's campaign alliance by people working in public welfare media), to make more people aware the current situation and needs of migrant children from different perspectives, to carry out resource allocation and connection, thus to assist and cheer for the healthy growth of migrant children.

(4) Focus on Results-Oriented Summary and Research

At the beginning of the project in 2014, community service in CMC was only a concept, with few people actually taking root in the community for a long period of operation. The project implementation provides opportunity for people engaged in community service to find out a sustainable and replicable mode of operation and management in CMC, transforming from single-themed, single-handed and scattered assistance activities into systematic assistance programs and attempts. Further, Evergreen takes delight in interacting with its peers and sharing experiences to promote the professionalization of services in the industry.

Part Three: Case Evaluation

1. Achievements

Basic services provided in CMC involves accompanying guidance, book borrowing, homework counseling, etc., while providing child education, family growth and community integration services. Such a one-stop and round-the-clock service better meets the highlighted problems about migrant children education, and gives a

better response to the needs of the society.

Some of the changes brought about in CMC:

a. Children Education: CMC provides a safe and comfortable space for children to spend time after school, and children take CMC as their second home. After mentoring, children's school record has been significantly improved, school learning resistance psychology is also reduced, and the discussion between partners has also enhanced their mutual feelings. In addition, children's self-confidence has been strengthened after participating in dance, acting and other interest-oriented courses; the children not only dare to express their views, but also to perform in front of the public. The building of self-confidence makes children dare to explore more in the unknown world spontaneously set up the self-help groups such as interest groups and "I can teach" groups, to share the skills they have learned. Further, libraries satisfy children's needs of books, and they become fonder of reading and sharing. Through the evaluation, it is found that the social support, resilience and subjective well-being of children in CMC have significantly improved.

b. Family Growth: Migrant children's parents gradually reduce the widespread "cold war" and violence in the families of migrant children, so that children are gradually willing to express their thoughts with their parents, and parents also reduce the forced and unequal way of dealing with parent-child relationships. Migrant families have gained more respect and sense of security in family education.

c. Community Integration: A living hall for migrant children in the city has become a platform for community residents to exchange and discuss, which has played an exemplary role in creating a great community atmosphere. Further, CMC has been recognized and affirmed by the community leaders and residents, some community residents begin to become volunteers in ZaiChengZhang CMC, and it has developed toward the direction of community autonomy.

So far, Evergreen has opened 14 CMC in the whole country, each hall opens no less than 300 days in the whole year, with the average member family of 500. Over the past six years, Evergreen has implemented more than 200 projects, benefiting 670,000 children. In addition, CMC has won the First Prize for children's public welfare program in the 2017 China Excellent Project Competition, named as the "Public Welfare Project Award" by the China Charity Festival in 2017, and the "Public Welfare Practice Award" by the China Charity Festival in 2018. Through the whole journey, Evergreen has received widespread attention and recognition from the public, peers and the media. In 2017, Lin Yue, director of Evergreen, was awarded the "Top Ten

Touching Community Figures” by the Beijing News.

2. Limitations, Challenges, and Suggested Solutions

First, the domestic education system has led parents to pay more attention to homework, but less attention to children’s capacity-building, and less parent-child activities. Moreover, due to the nature of work of migrant children’s parents, long working hours led to less accompanying time with children. It is worrisome that this situation is likely to run through the entire process of children’s growth.

Second, the development of children is affected by a number of factors and is a long-term process, therefore, project evaluation requires long-term follow-up of children’s development, and both process assessment and comprehensive assessment are difficult: many migrant children return to their hometown for secondary education after graduation from primary school, and the integrity of data is lost. As far as Evergreen is concerned, it is a problem for professional evaluation agencies to design an evaluation plan which fits the organization’s business, and there are shortcomings that the angle of evaluating problems doesn’t fit well in the evaluated organization. Moreover, the cost is not affordable to general organizations.

In view of the above two challenges, Evergreen has increased the participation of parents and families in the activity design process. In the evaluation aspect, Evergreen tries to exchange and communicate with external social science experts and scholars and maintains the active cooperation in order to get timely project feedback. In this way, the organization is also accumulating experience in evaluating the effectiveness of the project.

(Written by Han Mingguang and Lin Yue)



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THE PLAN

Bridge Plan

Beijing Western Sunshine Rural Development Foundation

Part One: Case Guide

1. Key Words

Initial Stage; Development of Public Educational Organization; Unrestricted Funding

2. Abstract

Bridge Plan is the first small grant project with unrestricted fundings launched by the Beijing Western Sunshine Rural Development Foundation (Hereafter referred to as "*Western Sunshine Foundation*") at the end of 2009 for start-up nonprofit educational organizations. It supports the growth of funded organizations by means of financial support, resource connecting, and reviewing organization's development process and so on. The project has been developed for nearly 10 years, and as of 2018, 102 nonprofit educational organizations in 21 provinces, municipalities and autonomous regions throughout the country have been funded. They have formed synergies with 'the Biennial Conference of the National Nonprofit Educational organizations ' launched by the Western Sunshine Foundation, to promote the development of China's philanthropy in education from practice and advocacy.

Part Two: Case Description

1. Background

Registered in Beijing Civil Affairs Bureau in 2006, Western Sunshine Foundation was appraised as the first group of charitable organizations after the promulgation of the Charity Law in 2016. The foundation is deeply aware of the importance of standardized development of nonprofit educational organizations. At the same time, in many years of practice, it has observed that there is a lack of a platform for dialogue and interaction among nonprofit educational organizations. At the end of 2009, Western Sunshine Foundation took the lead in launching the first Nonprofit Biennial Conference of the National Nonprofit Educational organizations, inviting nonprofit educational organizations and foundations from all over the country to discuss the development direction of such organizations in China in the future. At the same time, the foundation has published the *Directory of Some Nonprofit Educational Organizations* (currently, the *Directory of China's Nonprofit Educational Organizations*). However, after a lot of research, there were only less than 100 nonprofit educational organizations at that time, most of which were mainly teaching and learning-oriented volunteer organizations, which were difficult to deal

with the education problems of rural children professionally and effectively. Further, most of the organizations themselves had survival problems. Although at that time the government became more and more open to nonprofit educational organizations, and the resources invested by all parties were gradually increasing, the support for nonprofit educational organizations tended to favor those relatively mature ones. Most of the fundings were earmarked for implementing the project, with a quite low proportion of the agency's administrative expenditure. Such an environment is detrimental to the development of vulnerable grassroots organizations, for example those in the initial stages, and the patient capital that is willing to make a financial investment in a business with no expectation of turning a quick profit was not available yet.

As a result, Western Sunshine Foundation launched the Bridge Plan after the first Biennial Conference of the National Nonprofit Educational Organizations, which is the first grant project for start-up nonprofit educational organizations in mainland China. As of 2018, Bridge Plan has supported 102 first-line start-up nonprofit educational organizations in 21 provinces, municipalities and autonomous regions throughout the country, of which 86.7% have steadily developed so far, providing a solid strength for the development of philanthropy in education.

2. Overview

(1) Project Participants and Objectives

a. Executive Body

As a charitable organization registered in Beijing Civil Affairs Bureau on May 26, 2006, Western Sunshine Foundation is committed to rural education and community development in underdeveloped areas, helping rural teachers, children and the disadvantaged in multiple forms improve themselves and providing opportunities for change. Western Sunshine Foundation has been continuously awarded as 5A Class Foundation by Beijing Civil Affairs Bureau since 2010.

Western Sunshine Foundation is a hybrid foundation that are both operating and grantmaking. On one hand, the operating projects include Sunshine Children's Fun Park, Social Workers in School for Long-term Companionship, Green Sunflower Tutor Scheme, and Integrating School Education with Village Development. On another, the grantmaking project refers to the Bridge Plan involved in this paper. Meanwhile, the foundation hosts the Biennial Conference of the National Nonprofit Educational Organizations, and forms the mode of "Practical Support + Promotion through

Advocacy” together with Bridge Plan to focus on the development of philanthropy in education.

b. Objectives:

Bridge Plan helps make educational resources more available to children who enjoy relatively scarce educational resources and establishes a stable link to the outside world by supporting start-up nonprofit educational organizations with development potential but facing difficulties or bottlenecks. Further, Bridge Plan brings about continuous positive changes in the educational environment in which children live (their families, schools, communities, local education authorities).

(2) Project Mode

Bridge Project is the first grant project offering unrestricted funding for the start-up nonprofit educational organizations in China. The project supports about 20 start-up nonprofit educational organizations each year, providing the unrestricted funds of up to 100,000 RMB per year and lasting for 1-3 years. In addition to funding, Western Sunshine Foundation also sets up a communication platform and connects resources for funded nonprofit organizations. On the one hand, it will seek the funding parties (foundations or enterprises) with ideals and principles. On the other hand, it will search for appropriate intellectual resources in project design, evaluation and other aspects, so as to help the start-up educational organization clarify its business model, improve management and project operation capacity, and obtain opportunities for sustainable development.

The basic criteria of Bridge Plan for funded organizations are as follows. First, it possesses the basic educational values (focusing on human development); second, it serves for the areas and people with unequal educational resources (children aged below 18 years in rural areas and villages in the city); third, it is a start-up organization with a relatively stable operating mode and a founder who has a strong sense of mission and motivation; fourth, when applying for financial support, the organization yields a total annual revenue of less than one million, with little or no funding being received from foundations; fifth, no requirements for the registered status of the applicant organization, registration situation, and working regions.



Bridge Plan places great emphasis on partnership in project operation, adhering to working values like respect, trust and concentration. Bridge Plan regards the funded organizations as the leader in the cooperation and the Bridge Plan project team as the participants, deepening cooperation and giving more initiative to the funded organizations. Meanwhile, each year after the funded organization is identified, a Bridge Plan Partner Exchange will be organized to help establish contacts between funded organizations through a 2-3 day activity, thus laying a foundation for further interaction in the future. Therefore, Bridge Plan Partner Exchange is also positioned as the process from acquaintance to knowing each other.

In the process of project operation, Western Sunshine Foundation also cooperate with professional organizations. For example, it partners with CDR (China Donors Roundtable) to develop a “capability assessment tool for start-up nonprofit organizations”. Based on such assessment tool, the start-ups can locate their development status to identify the potential problems. For non-registered organizations, Western Sunshine Foundation cooperates with the Support Center of Worker Ants and invites them to act as the financial custodian to provide financial support for them, so as to assist in completing the financial work while leading the organization to focus on financial standardization. Such cooperation is based on the funded organizations’ needs and the crucial developmental points during the start-up phase, with a greater emphasis on personalized support.

(3) History

Over the years, Bridge Plan has evolved according to the ultimate beneficiary groups (children in underdeveloped areas) and their educational environment, the

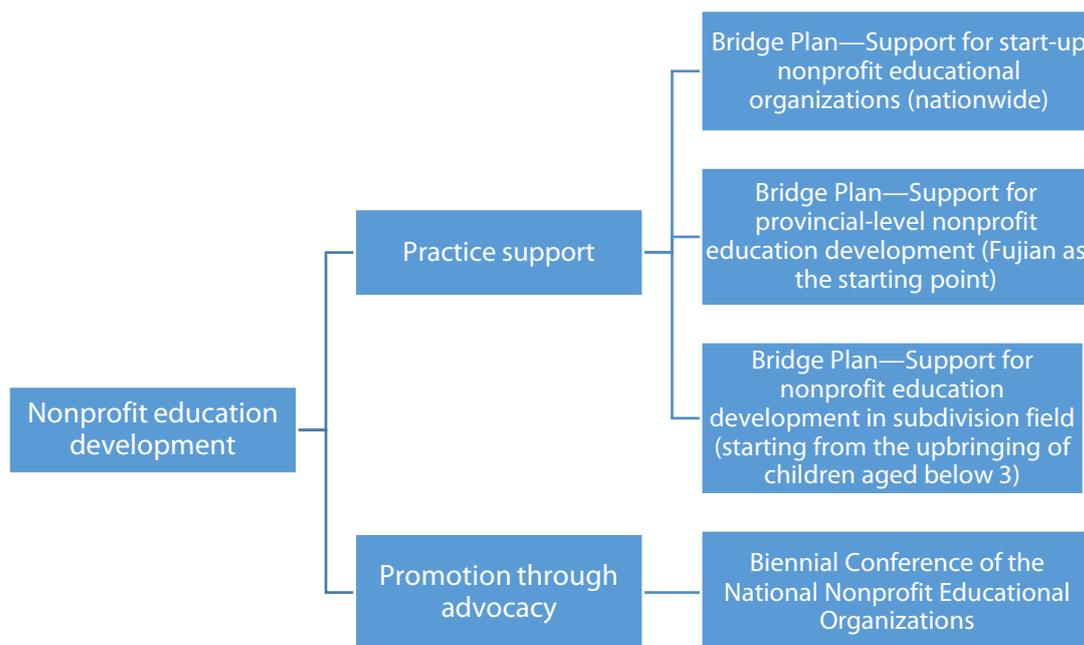
development of nonprofit educational organizations and the development of locally grantmaking environment in China.

	Phase I 2009-2010	Phase II 2011-2013	Phase III 2014-2016	Present stage 2017-2018
Grantmaking	No grants for “organizational development” / “administrative expenses” in China.	Grantmaking foundations and projects have increased, but fundings focus more on targeted “projects”.	<ul style="list-style-type: none"> Govt. contracting service has increased, but more is in favor of social work service orgs. No. of grantmaking foundations has increased, but still lacks of funding for start-up grassroots orgs. 	<ul style="list-style-type: none"> Unrestricted funding remains limited for start-up development in education field (this is currently being funded by Bridge Plan). Overseas fundings have been reduced.

	Phase I 2009-2010	Phase II 2011-2013	Phase III 2014-2016	Present stage 2017-2018
Nonprofit educational organization	<ul style="list-style-type: none"> The concept of “philanthropy in education” has not yet emerged. The rise of volunteers mainly focuses on traditional work of poverty alleviation; it is limited to most basic material needs, not enough to solve educational problems. The founder makes his own contributions with a small amount of money raised. Orgs are few in number and distributed unevenly across China. 	<ul style="list-style-type: none"> Friendly registration policy increases the number of registered nonprofit educational organization steadily. Orgs. become more and more professional, making innovations in education and breaking the traditional form and content (e.g. online education and reading) of nonprofit orgs. projects The nonprofit orgs. for volunteer teaching and financial aid are still in the majority, most of which are concentrated in China’s southwest and northwest regions. 	<ul style="list-style-type: none"> Needs of students, parents and teachers have gradually changed. Technology begins to affect the development model of nonprofit orgs. More orgs. pay attention to educational content; educational scene extends from school to community, family, Internet etc. Nonprofit educational orgs. are born within the educational system (e.g. teachers’ self-organization). Regional development remains uneven. 	<ul style="list-style-type: none"> The demand of the target group develops from “affording to study” to “receiving high-quality education”, and the specialization division of labor for the nonprofit educational orgs. have more requirements. The nonprofit organizations set up offices in more areas, and the number of orgs. rooted in rural areas has decreased. The nonprofit educational orgs. focusing on product development and promotion have emerged. The organization forms are more diversified, and the nonprofit education boundaries are more outward-reaching.

	Phase I 2009-2010	Phase II 2011-2013	Phase III 2014-2016	Present stage 2017-2018	
Phased characteristics of Bridge Plan	Support content	<ul style="list-style-type: none"> • Focuses on the frontline grassroots social organizations. • Grants to “administrative expenses”. 	<p>“Administrative expenses support” is changed to “unrestricted funding”, and learning and exchange fund is set up.</p>	<ul style="list-style-type: none"> • Starts to guide partners to focus on education and child development issues. • Introduces the third-party technical support (e. g. Ngo Friends, Aha School of Social Innovation and CDR). 	It tries to set different levels of funding according to partner development.
	Grantmaking	The goal of grantmaking is to increase the number of nonprofit education organizations.	Transforms from “by invitation” to “open application”.	Starts to guide partners to focus on education and child development issues.	Grantmaking areas have begun to divide into subareas and focus on the professionalism of partners in their subareas.
	Working team	No full-time grantmaking staffs.	Starts to set up a full-time team, and gradually establish a screening and selection mechanism.	Forms the grantmaking mechanisms and develops project tools of its own.	<ul style="list-style-type: none"> • Tries to co-finance with other professional institutions in the field of education. • Continues to learn and recognize the innovative organizational forms and project models in order to respond to the multi-development trend of nonprofit educational orgs.

Starting from 2019, the Foundation will expand its support scope and, based on the previous work of Bridge Plan, explore two new contents, namely nonprofit education grantmaking at provincial level and in subdivision field. The former one will focus on in Fujian province and the later one will be on the growth of children aged below 3. In addition, it will cooperate with the Biennial Conference of the National Nonprofit Educational Organizations project to form the overall support for the development of philanthropy in education.



(Western Sunshine Foundation Grantmaking Project—Bridge Plan Development Model)



3. Features

Compared with other charity projects focusing on education, Bridge Plan has many special features. The project:

- a. Emphasizes the education values of the funded partners rather than indicators like “service scale”.

- b. Has established its own work principles—respect, trust and concentration—to promote the partnership establishment during the funding process.
- c. Provides unrestricted fundings, and adheres to the principle of “screening goes first and followed by evaluation” to create a more flexible workspace for funded organizations.
- d. Emphasizes the dynamic development of funded organizations rather than absolute growth.
- e. Cooperates with a variety of professional partners, aiming to provide more personalized support services.
- f. Has more practical experience and reflection compared with other grantmaking projects in the same field, because Western Sunshine Foundation has accumulated years of exploration experience in rural education, thus the practical experience of the foundation can be applied to funding process.
- g. is closely related to the Biennial Conference of the National Nonprofit Educational Organizations project initiated by West Sunshine Foundation, to better promote the development of philanthropy in education with the “practice+advocacy” model.

Part Three: Case Evaluation

1. Achievements

From the end of 2009 to 2018, Bridge Plan has funded 102 nationwide start-up nonprofit educational organizations in 21 provinces, municipalities and autonomous regions, of which 86.7% have steadily developed and provided services up to now. According to a survey of funded organizations in 2018, the median annual income of the funded organizations ranged from 75,000 RMB before the subsidy to 575,000 RMB after the funding process, with a growth rate of 667%. Besides, only 4.4% funded organizations possessed stable funding sources of personnel expenses before the project, up to 64.5% by 2017. At the same time, the median number of recipients served by the funded organizations was 2,200 persons per household by 2017, that is, more than 200,000 people served as a whole. The project, as a grantmaking business of Western Sunshine Foundation, has consecutively be listed on the China Foundation evaluation list on behalf of the Foundation for three times, and each individual score is at the top of the list.

2. Limitations, Challenges, and Suggested Solution

Western Sunshine, as a foundation that needs to raise fundings to carry out this

project, has some challenges in the sustainability of funding. The solution of the Foundation is to start with a more diversified approach to fundraising, such as exploring crowdfunding model. Meanwhile, since the Bridge Plan was established, Western Sunshine Foundation has also established a good partnership with the project funders, guiding the funders to participate in Bridge Plan with the concept of “cooperation and co-creation” in addition to providing financial support, so as to maintaining a continuous cooperation.

(Written by Cui Jingyao)

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Organizations Introduction



China Global Philanthropy Institute (CGPI) was founded by five Chinese and US philanthropists, Bill Gates, Ray Dalio, Niu Gensheng, He Qiaonyu and Ye Qingjun. The Institute receives funds from Bill & Melinda Gates Foundation, Beijing Dalio Public Welfare Foundation, Lao Niu Foundation, Beijing Qiaonyu Foundation and Zhejiang Dunhe Foundation. The Institute is initiated by the Shenzhen Yatai International Philanthropy Education Foundation. The Institute founded to establish such an education system that will cultivate exemplary philanthropists and executive philanthropists. It is committed to building a knowledge system supporting the highly development of philanthropy in China and the world, and creating a professional think tank to lead the philanthropy development and promote the forming of new philanthropic knowledge system. By elevating the innovation, profession and public participation of the philanthropy, the Institute will make contribution to the development of philanthropy in China and the world. Ma Weihua, former President of China Merchants Bank, is the Institute's first chairman of the board. Wang Zhenyao, professor of the Beijing Normal University, is the dean of China Global Philanthropy Institute.



EMP

The Executive Management of Philanthropy (EMP) is a high-end education program under CGPI to train charity management experts. For people from various circles with great care to charity and philanthropy undertakings in China and the Greater China Region, this program offers a world-class and systematic philanthropy management education, in order to develop senior executives for charity organizations and boost social entrepreneurship in China and beyond.



The Audencia-CGPI Doctor of Business Administration Program is the first degree education program that combines philanthropy and business management. It uses the European training system for Doctor of Business Administration to systematically consolidate management theory and practical operational skills, and to help entrepreneurs make forward-looking strategic decisions under the changes in global economic structure. Based on China's practice in the context of globalization, this program also explores the frontier trends of business for good, society for good, and capital for good.



老牛兄妹基金会
Laoniu Brother & Sister
Foundation

Beijing Laoniu Brother & Sister Philanthropy Foundation ("Laoniu Brother & Sister Foundation") is a non-public-funded family foundation established on March 19, 2015, which is funded by Mr. Niu Ben and Ms. Niu Qiong (children of Mr. Niu Gensheng, the Founder and Former Chairman and President of Mengniu Dairy Group). It is another family charity organization setting up after the Lao Niu Foundation registered in the Beijing Civil Affairs Bureau. With the aim of committed to the growth and development of future generations and promoting social progress through effective charity, it is committed to focusing on the development of future generation through supporting children welfare and youth entrepreneurship projects and leading social progress with innovative philanthropic ideas.

